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ABSTRACT

This guide, the first in a series of eight, provides an outline and overview of the K-12 social studies curriculum of Manitoba, Canada. The first part of the guide presents brief sections on the rationale, selection of content, evaluation, time allotment within the program, and scope and sequence. The bulk of the guide contains abstracts of individual guides for grades K-9 and an overview statement outlining the direction of the program for grades 10-12. Within each K-9 abstract, there is a grade overview stating the major purposes to be explored. The units to be covered are then listed with an outline giving topics, questions, and objectives for each unit. The focus of the social studies curriculum is: grades K-6, the needs and interdependence of individual students, their families, and their communities, and a comparison of the life within the students' own community with that of another Manitoba community, a Canadian community, and several world communities; grade 7, a geographic orientation to the world today; grade 8, an historical orientation to the way people lived through the ages; grade 9, the Canadian society in which the student lives; grade 10, a geographic perspective of North America; grade 11, a historical perspective of Canada; and grade 12, world issues. A checklist of skills K-12 and a bibliography is included in the appendices. (Author/NE)

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SOCIAL STUDIES K-12

INTERIM GUIDE

Sp 01/ 224

Curriculum Development Branch
DEPARTMENT OF EDUCATION
PROVINCE OF MANITOBA
1981

THIS GUIDE IS SUBJECT TO REVISION ON THE BASIS OF INFORMATION RECEIVED FROM SCHOOLS DURING THE 1981-82 SCHOOL YEAR. IT IS EXPECTED THAT MODIFICATIONS WILL NOT BE IN THE DESIGN OF THE PROGRAM; RATHER, CHANGES MAY BE MADE IN AREAS CONCERNING IMPLEMENTATION, STRATEGIES AND RESOURCE MATERIALS.

ACKNOWLEDGEMENTS

During the on-going assessment of the Social Studies curriculum, various groups and individuals have assisted the curriculum committees in their work. In particular, the Department of Education acknowledges with appreciation the earlier work of the Social Studies Council and the involvement of the teacher delegates who attended the conference held at St. Benedict's Educational Resource Centre in April, 1976. With the establishment of the Program Review Structure, the recommendations from the workshop became the responsibility of the K-12 Social Studies Working Party established in the fall of 1976 and subsequently the three task groups formed by the Working Party. This statement, therefore, while it represents the specific outcomes of the efforts of the Working Party and task groups, also reflects the contribution of a large number of groups and teachers over the past several years.

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5 Life in Canada Today 48

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I. RATIONALE

A. Intent

In the most general terms, schooling has primarily two functions: to prepare youngsters for society; and to promote their individual development. Generally, the social preparation has taken precedence over individual development. Insofar as a modern society depends for its existence upon certain kinds of knowledge, skills, and values, it is the task of the school system to help in instilling them. Schooling should help youngsters to choose their place in a changing society while, at the same time, helping them to meet their individual needs. Within the school system, however, this specific responsibility falls on the Social Studies program. Hence, an overriding intent of the Social Studies program is to:

. *provide students with resources (i.e., knowledge, skills, values, processes, etc.) to develop ways of thinking, feeling, and acting which will enable them to participate more actively and effectively in a changing society, i.e., to become knowledgeable, purposeful, and responsible citizens. The objective is for students to better understand themselves, their cultural heritage, and the cultural heritage of others; to interact positively with the physical and social environments; to become aware of and analyze critically and constructively the values of society; to make rational decisions and to better understand the contemporary world and its concerns.*

The revised Social Studies program provides the sources from which the essential knowledge skills, attitudes, issues, etc., are developed to assist students in becoming knowledgeable, purposeful, and responsible citizens. The intent is shared with the school, the home, and the society, but the foundation is established by the Social Studies program.

B. Goals

Several broad Social Studies goals have been identified from the general overriding intent:

. *to develop in students knowledge, skills, understanding, and character traits that are essential for effective participation in and responsible contribution to citizenship of Canada and the world.*

- *Preserve and extend a democratic way of life in the context of the changing Canadian society.*
- *Provide the understanding that should help students to participate constructively in the economic, civic, and legal life in Canada and the world.*
- *Develop informed students who are able to function effectively within a rapidly changing society, i.e., to criticize it constructively and to work to improve it where necessary.*

. *to develop in students an appreciation of and positive attitudes towards the diverse cultures to be found in the local, national, and international social environments.*

- *Exhibit concern for the well-being and dignity of others.*
- *Develop an understanding of social relationships by recognizing the interdependence of all people.*
- *Develop positive ways of dealing with prejudice, discrimination, and stereotyping.*
- *Develop an understanding and empathy for social and cultural groups different from one's own.*

. *to develop within students a feeling of acceptance, and self-confidence; and a recognition of the dignity and worth of the individual.*

- *Encourage students to understand and accept the responsibility they have for shaping and directing their lives.*
- *Develop an appreciation of those things of permanence and value from the past.*
- *Encourage students to judge the importance of their role and purpose in groups and society.*
- *Develop tolerance for differing views.*

The previous statements are the goals that the Social Studies program should strive to achieve, but it may not be possible to attain all of them within the years that students are at school.

C. Objectives

For our purposes, social studies may be defined as those areas of knowledge that deal with the interrelationship between people and their environments, both physical and social. Social studies consist not only of facts and generalizations, but also of methods of inquiry, skills, attitudes, and values. There are three major areas of knowledge within the social studies: knowledge of the individual; knowledge of the physical environment; and knowledge of the social environment. It is around these areas, which interact and interconnect, that social studies are organized. Where the teacher's goal is to disseminate this knowledge to the students, learning becomes largely a process of absorbing the thoughts of others. However, an approach to social studies teaching, borne out by research and the experiences of the classroom teacher, has identified means which differ from the text-centered, teacher-dominated approach. This approach focuses on:

- *emphasizing inquiry and discovery by students, rather than teacher presentation of conclusions to students;*
- *viewing the teacher's role as a resource person and an inquirer together with students, rather than a disseminator of information;*
- *developing multiple objectives (i.e., knowledge, thinking and research, and social participation) rather than pursuing one to the exclusion of others;*
- *concentrating on activities and actions of people rather than on places, objects, dates, names, etc.;*
- *emphasizing the cognitive and affective outcomes of student learning, as opposed to the covering of large amounts of detailed facts;*
- *emphasizing the use of a variety of source materials, i.e., films, pictures, paperback books, records, paintings, filmstrips, slides, rather than relying upon a single source;*
- *developing questions from history, geography, and the social sciences, as opposed to concentrating just upon history and geography.*

Such an approach suggests an emphasis which helps students to learn to identify, formulate, and discover for themselves, instead of simply absorbing facts and conclusions. It also suggests that students be provided with opportunities to conceptualize, generalize, infer, and engage in a process of inquiry and discovery. It encourages students to discuss and analyze both their own and others' ideas, attitudes, and feelings. In this way, social studies emphasizes learning rather than teaching; inquiring rather than receiving; active involvement rather than passive reception.

The Social Studies program outlines four general categories of objectives, which give direction to the teaching strategies and learning activities. These include:

- *Knowledge objectives: These identify the subject matter which students are expected to acquire, understand and use, usually divided into facts, concepts, and generalizations.*
- *Thinking and research skill objectives: These objectives are to assist students to develop divergent thinking skills and such research skills as gathering and interpreting data and drawing conclusions more effectively.*
- *Attitude and value objectives: These objectives are to assist students to develop attitudes, feelings, sensitivities, interests, and values, which enable them to become more effective and responsible citizens.*
- *Social participation objectives: These objectives are designed to help develop informed people who will participate effectively with others to achieve mutual goals, participate actively in society (i.e., to criticize it constructively and to work to improve it where necessary) and participate in group discussion and group decision-making.*

The development of objectives in the area of knowledge involves more than just the acquisition of specific factual information. Facts become useful when they are placed into some type of organized relationship and are used to acquire and formulate such relationships. More durable knowledge, such as concepts and ideas or generalizations, should be emphasized and developed.

The thinking and research skills make it possible for students to be actively involved in thinking critically, in gathering and interpreting social studies data, and in drawing conclu-

sions. Examples of each of these activities follow:

- *Thinking critically: - formulating, detecting, perceiving, hypothesizing, inferring, analyzing, synthesizing, evaluating, generalizing, conceptualizing, judging;*
- *Gathering data: - identifying, listing, acquiring, listening, looking, writing, examining, observing, reading, viewing, searching, recording, interviewing, locating, questioning, brainstorming;*
- *Interpreting data: - comparing, contrasting, describing, explaining, analyzing, inferring, deducing, grouping, evaluating, mapping, distinguishing, recognizing, outlining, graphing, sequencing, categorizing, relating;*
- *Drawing conclusions: - examining, evaluating, judging, discussing, debating, generalizing, composing, criticizing, creating, forming ideas, summarizing, simulating, postulating, synthesizing, role-playing, classifying.*

Learning activities are of different types and serve different purposes. Some activities provide for active critical thinking; some for intake of information, i.e., gathering data; others for assimilating and organizing data, i.e., interpreting data; and still others for expressing and demonstrating what has been learned, i.e., drawing conclusions. Understanding that different kinds of learning activities serve different purposes, helps teachers design activities that may assist students to learn in a variety of ways.

Attitudes and values include the skills and dispositions which will help students understand and empathize with others different from themselves as well as help them understand their own attitudes, interests, feelings, sensitivities, and values. Students must be encouraged to examine the evidence for their positions (i.e., values, attitudes, etc.) and to defend them The following are examples:

- *to develop tolerant attitudes towards other individuals and groups while at the same time establishing some reasonable criteria for judging and discriminating among different opinions;*
- *to develop a positive attitude toward their own and others' feelings;*
- *to examine the variety of attitudes, feelings, values, etc., that are possible in given situations and to compare them to their own in similar situations;*
- *to develop an appreciation for such procedural values as respect for truth, freedom, toleration, fairness, and respect for reasoning.*

The intention of the Social Studies program is to present opportunities for students to identify, explain, and evaluate their own, as well as others', feelings, beliefs, and values. This process involves asking students to identify or recall the actions of an individual or group in a specific situation; explain why they think such behavior occurred; infer what attitudes are implied; and analyze their own behavior and attitudes. It also involves a process of establishing some reasonable criteria for judging different opinions.

The social participation skills concern themselves with the relationship and interaction of one student with another or with a group in or out of school. Examples of social participation skills are stated below:

- *helping and working with other students.*
- *participating and interacting positively in classroom discussions.*
- *participating and working effectively with others in groups and organizations to achieve mutual goals.*
- *participating actively in society, i.e., participating in volunteer work that helps the elderly, young children, ill, handicapped; participating in (or observing) efforts directed toward solving some community problems; criticizing society constructively and working to improve it where necessary; participating in a political campaign of a candidate of the student's own choice, etc.*

The intention is that students participate effectively in individual and group activities; listen to opinions of others; cooperate with students and individuals inside and outside of school; and participate actively in society.

Although the Social Studies program is designed to achieve these objectives, it may not be possible to attain all of them with each student because some must be regarded as lifelong goals of learning.

D. Learning and Development

If successful learning is to occur, the content and the strategies must be appropriate to the developmental level of the students being taught. There is increasing evidence that children's intellectual development is a process which begins with what might loosely be called pre-logical thought, through concrete, to abstract thought. In Piaget's terms, the process is from the preoperational, through the concrete operational, to the formal operational stage. In Bruner's terms, the stages are inactive, ikonic, and symbolic. Several other researchers have identified similar stages. The content of the program, then, should be selected, organized, and presented in a manner consistent with the developmental level of students. The task of teaching a subject to a child at any particular age is one of presenting that subject in terms of the child's way of viewing things. Children can be helped to develop gradually within these stages if stimulating activities suited to their abilities are available for them. The following identifies and briefly describes the stages.

- *Pre-Operational Thinking (approximate ages 2-6): The child is egocentric and cannot readily see points of view of others. This stage marks the beginning of language use. The child has to do things in order to find out what happens and usually cannot think out likely consequences unless it has been done before. The tendency is to see one variable at a time and to ignore others.*

- *Concrete Operational Thinking (approximate ages 7-12): Early in the stage the child begins to think out what might happen as a result of an action. The child may notice more than one variable but the ability to see the effect of changing and combining variables is limited. The child begins to form logical conclusions based on concrete evidence, develops classification skills by grouping perceptually, and explains things in terms of concrete evidence. During the later years there is a greater ability to manipulate things mentally, to plan ahead, and to approach problems systematically. The child can develop and use concrete models. There is an increasing need for and use of measurement and recording, and the child can measure time intervals but has little understanding of continuity of time. Thinking is limited to thoughts about concrete things of reality to the child, but there is an incomplete ability to deal with variables except in simple cases, and the child has difficulty using reversible logic.*

- *Formal Operational Thinking (approximate ages 13-15): There is a growing ability to see relationships and to generalize. Most students are able to make use of abstract concepts in explaining cause and effect and are able to think in terms of the hypothetical as well as the actual. There is an ability to recognize relevant variables in a situation and to control them when testing out the effect of changes.*

A child may demonstrate all of the stages on different occasions with different materials or ideas. Research also indicates that student "hands on" activities, peer interaction, questioning, and discussion are important stimulants to the thinking process. An obligation that teachers have is to open students' minds and engage their active curiosity. It is suggested that teaching strategies be based on the following principles:

- *students should see the meaning and significance of what they are doing;*
- *all new learning should be based upon what has been learned before;*
- *contact should be established with concrete reality and/or experience;*
- *there should be frequent interchange of thought and ideas with others;*
- *questions, problems, and dilemmas should be as open-ended as possible;*
- *students should become actively involved in their learning, rather than being asked to become passive recipients of instruction; and*
- *students should be presented with problems which call for thought and for which ready-made solutions do not exist.*

II. SELECTING CONTENT

Selecting content for social studies is a difficult task, especially with the continuing increase of knowledge. There is always a danger that the Social Studies program may become overloaded with a mass of unrelated facts. As stated previously, social studies may be defined as those areas of knowledge that deal with the interrelationship between people and their environments, both physical and social. The three major areas of content identified within the social studies are:

- *knowledge of the individual;*
- *knowledge of the physical environment; and*
- *knowledge of the social environment.*

It is from these three areas, which interact and interconnect, that the Social Studies program is developed.

For well-known historical reasons the social studies have been regarded as synonymous with history and geography. During recent years, the other social sciences have had an increasing impact upon both history and geography, which have been given new perspectives. Indeed both history and geography now draw significantly from the other social sciences. If students are to acquire the needed skills and knowledge for effective living in a complex,changing society, it is necessary to recognize this broader view of history and geography. Knowledge from any one discipline is too limited to enable an individual to understand the complexity of human behavior and human relationships. The selection of content has been guided by the criteria suggested by Hilda Taba:

- *Appropriateness: Is the program appropriate to the developmental level of students?*
- *Significance: Does the program explain the important features of the world today?*
- *Durability: Does the program address issues of lasting importance?*
- *Balance: Does the program permit development in both scope and depth?*
- *Validity: Does the program adequately represent ideas from the appropriate disciplines?*

There is little disagreement that a major thrust of social studies should be to inform students about their own society. However, for psychological and pedagogical reasons, at different grade levels of the Social Studies program, emphasis will be placed on local, provincial, regional, national, or global concerns. For example, in the primary grades the emphasis is given to the child's immediate neighbourhood, while in the intermediate grades, regional and national concerns are emphasized. Local and regional studies must be seen as leading to, at the completion of the program, an understanding of Canada. For example, the study of government should begin at the local level and lead to the study of government at the provincial and federal levels. By the end of their high school program, students should have an understanding of Canada's basic features. These are that Canada:

- *is a country in which national unity cannot be taken for granted. It is officially bilingual, geographically and culturally diverse,and subject to often severe centrifugal forces. Many of its various cultural groups are experiencing a new sense of identity.*
- *is characterized by strong feelings of regionalism - a result of history, geography, and economic relationships.*
- *is exposed to strong external influences, especially from the United States.*
- *is an industrialized, technological, and urbanized society, although to varying degrees in different regions, but has maintained, at the same time, a strong agricultural base.*
- *has a political system described as a parliamentary democracy within the framework of a constitutional monarchy. It is federally organized, with consequent federal-provincial tensions.*
- *is undergoing a trend towards larger and larger institutions - both governmental and non-governmental - against which individuals often feel that they have little or no power.*

- *is experiencing a serious ecological dilemma, exemplified by industrial pollution in some parts of the country and, generally, by conflicting demands for energy and the preservation of natural environments and the rights of particular groups.*
- *has a mixed economy with inequities in the distribution of wealth and power. This produces considerable debate and disagreement as to the role of the stute vis-a-vis the role of private business.*
- *is a society in which traditional norms, values, and roles are under increasing challenge.*
- *is an economically developed, middle power with various international aims and responsibilities.*

These statements essentially describe the reality of Canada. They should be thought of as problematic,and students should be taught to examine the issues involved. Because education should have some effect on attitudes, values, and dispositions, the features described in the preceding statements should be organized in such a way that students can at least frame defensible viewpoints on the various issues which are raised and also be aware of possible courses of citizen action.

Students should also learn about the world of which Canada is a part. Several basic features of the world have also been identified from which organizing questions for social studies are drawn. It is not being suggested that all of the features be taught to young children. In the early grades, for example, the emphasis is on the variety of "ways of life" that exist in the world,while in the later intermediate grades,greater emphasis is given to the interconnectedness and interdependence of the world. However, the intent is that,by the end of the program, the following points will have been developed:

- *the increasing disparity between the developed and the developing world, especially in view of the urgency of the ecological question and the growing pressure on resources, coupled with the phenomenon of rising expectations and the "population explosion."*
- *the interconnectedness and interdependence of the world; due to factors such as resources, trade, and alliances.*
- *the impact of science and technology.*
- *the rapidity and pervasiveness of change.*
- *the lack of basic human rights in many parts of the world.*
- *the importance of ideological issues in the modern world.*
- *the growing trend toward international organizations, e.g., European Economic Market; Organization of African Unity; NATO; Warsaw Pact; multi-national corporations.*
- *the threat of war, especially in view of the existence of nuclear weapons, great power perceptions, and international alliance systems.*

As with the Canadian features, students should be taught to examine the issues involved.

In addition, the Social Studies program is intended to lead students to think seriously about the way in which people live. To this end, it includes topics which encourage students to compare a wide variety of "ways of life" both past and present, so that they might examine contemporary life against a wide range of alternative possibilities. The notion of the "ways of life" or "the life of people" includes the following:

- *how people meet their survival needs, e.g., for food, shelter, clothing, health, and security.*
- *how people interact with their physical environment, e.g., how they are affected by climate, by resources (or lack of same), by landforms; at the same time, how people affect these geographic elements and/or cope with them.*
- *how people interact with others, e.g., through the family or kinship group, through social organizations.*
- *how people run their affairs, e.g., how they govern themselves, both at a very local level (a tribe or a village) and at a larger-scale level (e.g., country).*
- *how people go beyond their survival needs to secure a degree of comfort and ease.*
- *how people satisfy their non-material needs, e.g., their entertainment and recreation, their music, art, and literature.*

. *how people explain and interpret the world, their sense of right and wrong, of acceptable and unacceptable behavior, e.g., people's values and beliefs.*

A number of interdisciplinary content-organizers have been identified for the teacher. They are not meant to be exhaustive but have been identified to provide direction to and guidance for organizing content. The content-organizers are to be treated as developmental in nature and should be looked upon as threads which reappear throughout the K-12 program in a spiral fashion, moving toward greater development, i.e., they cannot be fully developed at one grade level and are therefore reintroduced in more and more complex forms at various grade levels over a long period of time.

The content-organizers are to be treated in the context of the relationship that exists between an individual (self) and the physical and/or social environment. The ever broadening understanding of self; first as a member of a family; then community; then society; then country; and finally of the world, must also be developed as the individual's physical and social environment expands from a very local to a much broader perspective.

The following identifies and explains each of the content-organizers:

. *location: identifies place (where) and space (size). A related concept includes distribution (population, climate, resources, etc.);*
. *causality: identifies the relationship between a cause and its effect over a period of time. Related concepts include outcome; sequence; relationship; conclusion; result;*
. *interdependence: identifies the dependence of one thing on another. Ecology, for example, is the study of this type of relationship (interdependence) of one living organism to another. Individuals, groups, or countries, for example, cannot exist in isolation but are dependent on each other; the relationship between climate and vegetation is another example;*
. *power: identifies the authority/control of one over another, e.g., an individual over another individual; institution over individuals; a country over another country. Related concepts include wealth, ownership of property, social stratification, knowledge, religion, military strength;*
. *time: identifies the measured or measurable period during which an action, process, or condition exists or continues. Described by eras, periods, years, dates, etc. A common concept of history -- a reference point. Answers the question of when;*
. *change: identifies the verifiable, quantitative, and qualitative differences that occur over time. Described by adaptation, evaluation, growth, progress, revolution, transition, etc.;*
. *resources: identifies those things found in/within the environment which are considered useful in relationship to human economic activities. Related concepts include conservation, ecology, consumption, economy, energy, GNP, production, distribution, environment, profit, supply and demand;*
. *group: identifies a number of individuals assembled together for a common purpose or having some unifying relationship, e.g., families, clans, people of the same geneology/ethnic group, students, political party;*
. *decision-making: identifies the act of examining alternatives (as individual(s), groups) for the purpose of making choices. A concept commonly studied with reference to the political process -- Who makes the decisions? How? Why?*
. *technology: identifies the process or application in which products of the natural world are either used, adapted, or manufactured, both to organize work and to make tasks easier or more efficient. New technological innovations often imply changes affecting the way people live, e.g., communication, industry, transportation;*
. *culture: identifies the way people live and work to satisfy their basic needs. This includes adaptation, attitudes, beliefs, customs, habits, language, norms, race, religion, traditions, values, etc. Related concepts include assimilation, segregation, integration;*
. *identity: identifies the perception people have of themselves in terms of their beliefs, attitudes, and traditions. Identity influences the social and political behavior of individuals, groups, and nations. Important related concepts are individualism, family, peer group, community, regionalism, nationalism, internationalism, etc.;*

- *interaction: identifies the reciprocal action or influence between/among individuals/groups as well as the action occurring between individuals/groups and their physical and social environments. The interaction can be carried out in the spirit of cooperation or conflict; harmony or domination; cooperation or exploitation; etc.;*
- *diversity: identifies the condition of being different. Used when comparisons are made between quite different: groups of people; political systems; ways of life; communities; regions; countries; etc.;*
- *needs: identifies those things required for the health and well-being of an individual. Includes survival, food, clothing, shelter, social organization, communication, recreation, security, beliefs, affection, spirituality, etc.*

Having an understanding of the interrelated content-organizers, identified from the various social science disciplines, allows one to examine an issue that spans several disciplines, or is interdisciplinary in scope.

III. EVALUATION

In general, teachers and students are aware that evaluation reveals strengths and weaknesses of INSTRUCTION as well as of LEARNING. The functions of evaluation must go beyond just the single 'popular' purpose of grading. Evaluation should include the function of:

- *informing learners of the degree to which they have attained the goals.*
- *diagnosing areas of strengths and weaknesses to provide special study and remedial instruction.*
- *providing feedback into the instructional system so that corrective action can be taken.*
- *providing operational targets for the learner.*
- *promoting educational quality.*
- *giving guidance to help students make decisions about their future.*
- *informing parents, institutions, etc., of the students' competence.*

Evaluation implies reference to statements of objectives and must be consistent with the philosophy and rationale outlined in the Social Studies program. It is obvious that these objectives must be matched with the individual abilities of students. Benjamin Bloom, for example, separates the task into three classifications: diagnostic; formative; and, summative evaluation.

Diagnostic Evaluation

This task begins before instruction occurs. It is designed to assess the students' skills and needs, and facilitate the identification of appropriate learning objectives and the planning of the instructional program.

- *What are the students' interests and immediate needs?*
- *What knowledge, thinking and research, attitude and value skill level is evident?*
- *What strengths are evident that can be used to proceed?*

Formative Evaluation

This task occurs during instruction. Future learning experience can be adjusted based on what was not mastered during instruction. It is a continuous and ongoing activity in the classroom. Formative evaluation, as an ongoing process, is a valuable and principal method of assessing not only the students, but also the effectiveness of the program's strategies and materials.

- *Are students mastering the assigned task?*
- *What parts of the task are not being mastered?*
- *Can students help explain difficulties?*
- *Can students help choose new tasks?*

Summative Evaluation

This task occurs at the end of instruction. It assesses the students' progress over a longer period of time, or over a larger block of work. It is also a way of assessing whether the objectives have been met. Usually a grade is assigned or the task assesses the overall success in meeting the instructional objectives.

- *How well have the students achieved the knowledge objectives?*
- *What evidence is there that certain thinking and research skill objectives have been achieved?*
- *How well have the students demonstrated the attitude and value objectives?*
- *To what degree have the students demonstrated the social participation objectives?*

If both students and teacher are clear on intent and expected outcomes of a given task, the job of evaluation will enhance the students' involvement, commitment, and personal discovery. Not only is the instructional process easier to assss, but the learning process is also enhanced because students can interact with the teacher at stages along the way. Feedback is then immediate, and appropriate corrective procedures can be assigned. An important point of evaluation is that it is students' progress that is to be evaluated, not their flaws. One of the richest sources of collecting information on students' progress is the teacher's observation of day-to-day responses and interactions of students as they participate in classroom activities.

Teacher-made achievement tests should invite the student to go beyond the lowest level of knowledge. Although the categories below are often described as being at different levels, one should not infer that one is better or of greater worth than some other. What is important is that there be a balanced emphasis on these processes and that students be given the opportunity to learn to develop them as early as possible. Bloom, for example, suggests the following hierarchy of levels:

- *knowledge - items at this level require the student to recall specific facts, names, places, trends, and learned concepts, generalizations, or theories. The student is expected to produce from memory some previously learned knowledge. Some key words that usually indicate a knowledge level question are: describe; define; list; name; recall; show; identify; match; recognize. Examples:*

  i. *List the major cities of the prairie region.*

  ii. *Which listed scientist is most likely to study what artifacts found below the surface of the ground reveal? Mark the correct letter in the space provided. (a) an historian; (b) a geologist; (c) an anthropologist; (d) an archaeologist.* _____

- *comprehension - items at this level ask the student to recognize the main idea of a communication, translate a graph or picture into words or vice versa, put into their own words what they have heard or read, and finally to speculate on the consequences of communication. Some key words that usually indicate a comprehension level question are: compare; contrast; explain; estimate; give an example of; hypothesize; illustrate; infer; interpret; predict; relate; rephrase. Examples:*

  i. *Compare a Native tribe from the prairie provinces with one from the west coast.*

  ii. *Explain the following term in one or two sentences: constitution.*

- *application - items prepared at this level require that students apply a concept, generalization, principle, or idea to a new situation. Students are given a new problem which, if solved, reveals their ability to apply the appropriate concept, idea, etc. Application requires the student to transfer learning to a new situation with little or no direction. Some key words that usually indicate an application level question are: apply; construct; develop; demonstrate; solve; draw; role-play. Examples:*

i. Using modelling clay, develop a plan for and build a model of a feudal manor.

ii. Write a play (or role-play a scene) that illustrates some aspect of the settlement at Red River.

. analysis - items at this level involve the students in an activity which takes apart an idea, principle, or theory by dividing it into small parts with a conscious knowledge of their relationship to one another. This involves the ability to: identify or classify the elements of an idea or statement; make explicit the relationships among these elements; and, recognize the organizational principle or structure that holds a broad idea or statement together. Some key words that usually indicate analysis level questions are: analyze; categorize; classify; contrast; compare; discriminate; distinguish. Examples:

i. Analyze the idea of interdependence by illustrating from the situation in your home or community.

ii. After studying this tourist guide, distinguish between those things which are fact and those which are propaganda.

. synthesis - items at this level ask the students to create something entirely new from a series of unrelated events, parts, or conditions. Because the student will have to assemble something from an assortment of parts, time restrictions will have to be flexible. This takes the form of a plan, a proposal, or some product such as a story. Synthesis differs from application in that the form of the final product is not specified, nor are the ways in which the elements may be combined. It is this feature that makes the synthesis a unique and creative activity. The synthesis question is intended to be broad and open-ended. It does not imply any right answer, but instead assumes a variety of possible solutions, any or all of which could be acceptable. Some key words that usually indicate a synthesis level question are: create; develop; formulate a solution; make up; propose a plan; put together. Examples:

i. What solutions might be proposed for the problems of air pollution resulting from burning fossil fuels such as coal?

ii. From your study this year, develop how technology has increased our dependence upon private transportation.

. evaluation - items at this level require the student to make judgements based upon some standard of appraisal. The criteria used may have been prepared by the student or by someone else. More specifically, judgements are made by the student involving the logical accuracy and consistency of a communication. Equally, judgements that the students make at this level must take into account the communication's relationship or comparison to other theories, generalizations, and facts - in short, how does it "stack up" against the highest known standards in its field? It requires that students indicate the criteria on which they have made their judgement and supply appropriate data to justify their position. If several alternatives are given, a student must select one, using some appropriate criteria. Some key words that could indicate an evaluation level question are: evaluate; select; judge; decide; choose; which do you consider. Examples:

i. Here is a painting done by William Armstrong who lived at the time of Manitoba's entry into Confederation. It is a painting of Fort Garry on the Assiniboine River. Do you think it is an accurate representation of the Fort. Circle one answer.

No Partly Yes

Give three reasons for your answer. Each reason must cite evidence to support your claim. The evidence must include at least two descriptive passages and at least two visual samples for comparison purposes.

ii. *For what reasons would you favor/not favor . . .? [e.g., an influx of new immigrants to Canada; greater restriction of foreign television programs shown in Canada]*

As well as designing tests for the knowledge objectives, which ask students to recall, comprehend, apply, analyze, synthesize, and evaluate, tests should also be designed to include the other three categories of objectives which have been identified in the Social Studies program (i.e., thinking and research, attitude and value, and social participation). Testing in the area of thinking and research skill objectives would ask students to construct, draw, interpret, measure, prepare, collect, locate, etc. In these areas the degree of accuracy between what is prescribed and what the student achieves may be used for grading, providing clear criteria are spelled out to students. Examples:

i. *Prepare a newspaper report of a gold rush in the 1850's.*
ii. *Collect data about selected aspects of community life through direct observation and other forms of research.*

Testing in the area of attitudes and values would ask students for judgements and opinions about their choices and would ask them to provide supportive arguments. Students should be given credit for the analysis rather than for the decision itself. Examples:

i. *Discuss what you view to be some positive and negative aspects of the technological effects you have studied.*
ii. *Provide reasons for viewing particular features of your community as adding to or detracting from the quality of life in the community.*

In the area of social participation, students should receive credit for effective participation, for communication, for cooperation, for leadership, for responsibility, etc., as well as making written responses to the basic objectives of the course. Examples:

i. *Plan an action aimed at some local problem arising from the impact of humans on their ecosystem.*
ii. *Arrange an interview or visit with Band Office personnel [or write a letter] to discuss a topic such as the organization of a Native reserve today or land claims of Native groups and share it with the class.*
iii. *As a group, plan together and carry out an activity to assist a newly arrived immigrant in your school or community.*

IV. TIME ALLOTMENT WITHIN THE PROGRAM

The Social Studies curriculum has been formalized for 70% (28 weeks) of the allotted time in any given year. The remaining time, 30% (12 weeks), is available for investigating concerns or issues deemed relevant by teachers and/or students. The following are suggested guidelines for organizing the 30% allotment:

. *Extending the study of the formalized social studies topics and issues.*
. *Investigating relevant social studies topics selected by teachers in cooperation with students. Topics can be either local, national, or global in scope.*

The topics should be developed in the context of the outlined rationale, and students should assume greater responsibility for selecting issues as they progress through the grades.

V. SCOPE AND SEQUENCE

Basically, the early grades focus on the needs and interdependence of individual students, their families, and their communities. The program then compares the life within the students' own community with that of another Manitoba community, a Canadian community, and finally several world communities.

The focus then shifts to the way people live in Canada today and subsequently to the way in which people lived in Canada during the past. At the grade seven level, the program focuses on the world today -- a geographic orientation--followed in grade eight by an examination of the way people lived through the ages -- an historical orientation. The grade nine program -- Canadian studies -- focuses on the society in which the student lives. It serves both as a conclusion to the K-9 program as well as an introduction to the grade ten and eleven programs. The required grade ten course is North America -- a geographic perspective with an emphasis on Canada. The required grade eleven course is Canada -- an historical perspective. Both include a world issues orientation from the Canadian viewpoint. In addition, two new optional courses in grade twelve (Social Studies 300/301) that deal with world issues are proposed.

The general content within each level (00, 01, 04) will be similar but the scope (depth) and approach will differ.

The social studies optional courses in grades 10-12 (e.g., American History 100 and 101; Physical Geography 200 and 201; History 300 and World Problems 301; and Geography 300 and 301) will continue to be available.

The abstracts indicate in greater detail the scope and sequence of the Social Studies program.

In addition, individual interim grade guides for Kindergarten to Grade Six are available. The interim grade guides for Grades Seven to Nine will be available in the fall of 1982 and the interim grade guides for Ten to Twelve, beginning in the fall of 1983.

ABSTRACTS

OF

INDIVIDUAL GRADE GUIDES

KINDERGARTEN-EXPLORING MY WORLD

KINDERGARTEN GRADE OVERVIEW

The kindergarten social studies program deals with the concept of self in the context of children's immediate physical and social environments. It is designed to provide a means for engaging children in many concrete investigations of various aspects of themselves, their school and its neighbourhood, and changes as they affect them and their immediate environment. The major purposes of the program are to have children explore:

- *The many facets of self as they are expressed in themselves and others.*
- *The characteristics, competencies, experiences, and attitudes that they have in common with others. (Children often assume that their experiences and their perceptions of the world are completely unique and that they are alone in having certain feelings and attitudes. A major purpose of the program is to counter this natural egocentrism with a beginning understanding of the pervasive similarities among people.)*
- *The variety and significance of the ways in which they and others are unique.*
- *Places and their functions in their school and its immediate neighbourhood.*
- *The roles, interactions and interdependencies of the various members of their school.*
- *Change as a phenomenon that affects them and their immediate world in numerous ways.*

UNIT I-MYSELF AND OTHERS

UNIT I OVERVIEW

This unit provides children with opportunities to explore various aspects of themselves. In addition they are encouraged to examine and consider the similarities and differences among individuals. Activities for addressing these areas of understanding are structured around the following topics and associated focusing questions.

UNIT I TOPICS AND FOCUSING QUESTIONS

I. All About Myself

a. Physical Characteristics

- What do I know about my body? (e.g., height and mass, parts of the body, physical features)?
- What else can I find out about these characteristics?

b. Feelings

- What different feelings do I have?
- When do I have these feelings?

c. Competencies

- What am I able to do? What do I enjoy doing?

d. Jobs, Careers

- What jobs would I like to have? What can I find out about these jobs?

e. Preferences

- What I like and dislike?
- Why do I like and dislike these things?

2. Similarities and Differences

- In what ways am I the same as others?
- In what ways am I different from others?

UNIT I TOPIC OBJECTIVES

Knowledge objectives

The students should be able to:

Topic 1:
- . describe their major physical characteristics.
- . describe various feelings they and others experience.
- . identify some situations that are commonly associated with particular feelings.
- . describe different things that they can do.
- . name and describe some occupations that were studied in class.
- . name the common senses and give examples of things detected by each sense.

Topic 2:
- . describe some important similarities between themselves and others.
- . describe some important differences between themselves and others.

Thinking and research skill objectives

The students should be able to:

Topic 1:
- . make comparisons between their height and the height of objects in the classroom.
- . act out different feelings through body movement and role playing.
- . teach a skill to another student.
- . plan questions with the teacher's help and, in a group situation, question people about their jobs.
- . translate observations of jobs into different forms through such activities as role playing and art work.
- . use their various senses for observation.

Topic 2:
- . participate in searching for information about similarities and differences between themselves and others.

Attitude and value objectives

The students should be able to:

Topic 1:
- . discuss the importance of differences in physical characteristics.
- . demonstrate acceptance of individual differences in physical characteristics.
- . consider what "rules" they and others have about when and how feelings should be expressed.
- . practice tolerance toward feelings expressed by others.
- . consider the relationship between being competent at a pursuit and enjoying it.
- . see that when people feel good about themselves they want to be competent.
- . share and discuss the jobs they like and dislike.
- . explain why they would like or dislike particular jobs.
- . share some of their preferences and try to explain why they have particular likes and dislikes.

Topic 2:
- . express their feelings about the differences that are discussed.
- . react with tolerance and acceptance of those differences.
- . react with appreciation to the contributions that can be made to a group by people with unique abilities and characteristics.

Social participation objectives

The students should be able to:

Topic 1:
- . plan and carry out an activity aimed at influencing them to be more accepting of

individual differences in physical characteristics.
. plan, with the teacher's help, some sort of action directed at influencing a problem related to feelings and how they are expressed and received.
. plan and carry out an activity directed at encouraging the sharing (teaching and learning) of skills among children.
. with the teacher's help, plan and carry out an action aimed at sharing information about jobs with others in their school.
. plan and carry out some actions aimed at encouraging the acceptance of individual differences.

Topic 2: . with the teachers help, plan and carry out an action aimed at encouraging the acceptance of individual differences.

UNIT II-MY SCHOOL AND ITS NEIGHBOURHOOD

UNIT II TOPICS AND FOCUSING QUESTIONS

1. Locations and Their Uses in The School and Its Immediate Neighbourhood

- What do we know about our school and its neighbourhood?
- What different places are there in and around the school?
- What are these places like and what happens in them?

2. Other Classrooms

- What happens in other classrooms?
- How are they the same as and different from our classroom?

3. Adults in the School

- What are the jobs of the different adults in the school?
- How does what these adults do affect us?
- How does what we do affect them?

4. Group Interaction in the Classroom and School

- What problems do we and others have in working and playing together in our school?
- How can we work and play together better?
- What can we do to improve how people work and play together in our school?

UNIT II TOPIC OBJECTIVES

Knowledge objectives

The students should be able to:

Topic 1: . locate important rooms and areas in and around the school.
. describe the uses of these rooms and areas.

Topic 2: . describe some of the similarities and differences between activities in their own and another classroom.

Topic 3: . name some adults in the school and describe their major responsibilities.
. describe some of the ways in which they are affected by the roles of these adults.
. describe some ways in which they affect these adults.

Topic 4: . describe some of the things people do in order to work and play together successfully.
. describe some significant classroom and school rules and the reasons for the existence of these rules.

Thinking and research skill objectives

The students should be able to:

Topic 1: . give verbal directions for getting to different locations in and around the school.

Topic 2: . predict similarities and differences before visiting another classroom.
. observe and identify similarities and differences in another classroom.
. compare predictions and observations.

Topic 3: . collect data on various jobs in the school through observation and questioning.

Topic 4: . observe group interaction in and around the school.
. identify problems arising from group interaction.
. participate in suggesting solutions to identified problems.

Attitude and value objectives

The students should be able to:

Topic 1: . gain more confidence in their travels around the school.

Topic 2: . share how they feel about older students in the school.

Topic 3: . share their feelings about adults in the school.
. begin to feel at ease with adults in their school and to look to them for assistance.

Topic 4: . share their feelings about adults and children working and playing together.

Social participation objectives

The students should be able to:

Topic 1: . with the teacher's help, plan and carry out actions aimed at introducing new students and visitors to the school and its neighbourhood.

Topic 2: . with the teacher's help, plan and carry out an activity aimed at increasing positive interaction between themselves and older students in the school.

Topic 3: . with the teacher's guidance, plan and carry out activities aimed at helping and encouraging others to help adults in the school.

Topic 4: . with guidance from the teacher, plan and carry out activities aimed at improving group life in their classroom and school.

UNIT III-CHANGES IN ME AND MY WORLD

UNIT III OVERVIEW

This unit provides children with an opportunity to explore changes in themselves, in others, and in their immediate social and physical environment. Emphasis is placed on different sorts of changes, the effects of changes upon the children and the ways in which they cause change. Activities for addressing these areas of understanding are structured around the following topics and associated focusing questions.

UNIT III TOPICS AND FOCUSING QUESTIONS

1. Changes in Myself and Others

- In what ways are we changing?

2. Changes Around Us

- What are some of the changes going on around us?
- How do these changes affect us?
- What changes do we cause in ourselves and in people and things around us?

UNIT III TOPIC OBJECTIVES

Knowledge objectives

The students should be able to:

Topic 1: . describe some major changes that are occuring in themselves and their peers.

Topic 2: . describe some changes in and around the school.
. explain how these changes affect them.
. describe some ways in which they cause changes in their world.

Thinking and research skill objectives

The students should be able to:

Topic 1: . question parents or guardians in order to find out information about their early childhood. (Use discretion in light of children's situations.)
. observe the behavior of a baby and note differences between the baby and themselves.

Topic 2: . observe and collect information about changes around them.

Attitude and value objectives

The students should be able to:

Topic 1: . discuss how they feel about some of the changes they are and will be undergoing.

Topic 2: . share their feelings about different changes going on around them and explain why they feel as they do.

Social participation objectives

The students should be able to:

Topic 2: with the teacher's guidance, plan and carry out changes in their classroom and larger school environment.

GRADE ONE-HUMAN NEEDS AND HUMAN INTERDEPENDENCE

GRADE ONE OVERVIEW

This program has been planned to help grade one children become increasingly aware of common human needs and of some of the varied ways in which these needs are met. The major purposes of the grade one program are to have children explore:

- *The distinction between needs and wants and the different views people might have of this distinction depending upon their situations and expectations.*
- *How some common physical, social, and emotional needs are met in their own lives.*
- *The various groupings and relationships such as families, friendships, and communities, that people are to a large extent dependent upon in order to meet many of their needs.*
- *The ways in which people are dependent upon their physical environment and ecosystem in order to meet many of their needs.*
- *The ways in which people's attempts to meet their needs and wants can bring them into conflict both with others and with their ecosystem.*
- *The extent to which people have similar needs.*
- *Some of the varied ways needs are met in different physical and cultural situations.*

Note: It is recommended that Unit I of the Kindergarten program be reviewed before the Grade One program is introduced. It is also suggested that the Grade One teacher communicate with the Kindergarten teacher to share what has been attempted in the Kindergarten program.

UNIT I- WHAT I NEED TO GROW: PHYSICAL NEEDS

UNIT I OVERVIEW

This unit provides an opportunity for children to learn about some of the ways in which their physical needs are met. The intent is to have children explore, in as direct and concrete a manner as possible, the meeting of needs both in their own and their classmates' families and in the immediate community. People's interdependence as they try to fulfill their needs and the sometimes problematic distinction between needs and wants are two important sub-themes of the unit. Activities for addressing these areas of understanding are structured around the following topics and associated focusing questions.

UNIT I TOPICS AND FOCUSING QUESTIONS

1. Differences Between Needs and Wants

   - What do we want that we really do not need to be healthy and happy?
   - Does everyone agree on what is a need and what is a want?

2. Physical Needs

   - What do we need in order to be healthy and to be part of our community?

   a. Food

      - What foods do we need?
      - What foods do we eat?
      - Where does our food come from?
      - When do food needs become food wants?

   b. Clothing

      - What kinds of clothing do we need?
      - What different purposes do we use clothing for?

- Are some of our clothing needs really wants?
- Where does our clothing come from?
- How is our clothing made?

c. Shelter

- Why do we need shelter?
- What kinds of shelter do we have?
- What do we need in order to have a good shelter?
- Are some of our shelter needs really wants?

d. Health Care

- How can we look after ourselves?
- How do others help us when we are sick?

e. Communication

- Why do we need to communicate with others?
- What different ways do we have for communicating?

f. Transportation

- What ways do we have of travelling from one place to another?
- What advantages and disadvantages do these different ways of travelling have?
- Are some of our transportation needs really wants?

g. Play

- How is play different from work?
- Why do people play?
- What are some different ways in which we play?
- What different places do we use for play?
- Why do boys and girls often like different kinds of play?

UNIT I TOPIC OBJECTIVES

Knowledge objectives

The students should be able to:

Topic 1: . identify needs and wants in their lives.

Topic 2: . name their basic food needs (e.g., the four food groups).
. explain how some of the foods they eat are grown, processed, and distributed for them.
. give examples which demonstrate the differing degrees of self sufficiency people display in fulfilling particular food needs and wants.
. identify clothes suitable for different seasons and different common jobs.
. explain in very basic terms how some common items of clothing are made.
. give examples indicating the differing degrees of self sufficiency people display in fulfilling clothing needs and wants.
. explain some of the different functions shelter serves for people.
. describe some of the different types of houses in their area.
. give examples which demonstrate the differing degrees of self sufficiency people display in fulfilling their shelter needs and wants.
. describe some examples of health care that they can practice themselves.
. describe some examples of health care that usually require professional help.
. describe some common means of communication.
. describe some types of transportation and indicate their various uses.
. compare types of transportation in terms of their advantages and disadvantages for particular purposes.
. recognize the differences between work and play and give examples of both.

Thinking and research skill objectives

The students should be able to:

Topic 1: . categorize and be able to explain why they categorize various common items as fulfilling needs or wants.

Topic 2: . obtain information about where their food comes from through first hand observation.
. classify different foods into the four basic food groups.
. collect information about clothing through first hand observation.
. collect information about shelter through direct observation in the neighbourhood.
. identify the locations of their homes on an outline map of the neighbourhood.
. read simple graphs.
. participate in small group planning and decision-making.
. collect information about health care through direct observation in their community.
. obtain information about communicating through first hand observations in their neighbourhood.
. read and draw simple maps.
. collect information about transportation through direct observations in their neighbourhood.
. collect information about play through direct observation on the school playground.

Attitude and value objectives

The students should be able to:

Topic 1: . observe the difference in how people classify items as fulfilling needs and wants and discuss how they feel about these differences.

Topic 2: . begin to develop an appreciation of the ways in which people meet needs and wants.
. be accepting of the different ways (e.g., different levels of self sufficiency) in which people meet their food needs and wants.
. begin to develop an appreciation of the ways in which people are dependent on each other in order to meet their clothing needs and wants.
. be accepting of the different ways (e.g., different levels of self sufficiency) in which people meet their clothing needs and wants.
. begin to develop an appreciation of the ways in which people depend on each other in order to fulfill their shelter needs and wants.
. share their views on the difference between shelter needs and shelter wants.
. begin to develop an appreciation of the ways in which people depend on each other in order to fulfill their health care needs.
. begin to develop an appreciation of the ways in which people depend on each other in order to fulfill their communication needs and wants.
. begin to develop an appreciation of the ways in which people depend on each other in order to fulfill their transportation needs and wants.
. be accepting of the different ways in which people meet their transportation needs and wants.
. share their views and feelings about the transportation choices people make.
. appreciate the importance of play in their own and others' lives.
. consider and share their thoughts and feelings about the often different ways in which individuals and groups of people (e.g., boys and girls) fulfill their need for play.

Social participation objectives

The students should be able to:

Topic 2: . plan and carry out, with the teacher's help, an action aimed at informing and influencing themselves and others with regard to their junk food eating habits.
. plan and carry out, with the teacher's help, the development of a dress-up trunk and corners.
. plan and carry out, with the teacher's help, actions aimed at increasing awareness of shelter problems in their neighbourhood.
. plan and carry out, with the teacher's help, actions aimed at increasing awareness

in themselves and others of an individual's role in caring for his or her own health.
- plan and carry out, with the teacher's help, an action aimed at rectifying particular health and safety hazards in their neighbourhood.
- plan and carry out, with the teacher's help, an action aimed at influencing communications media as they affect the children themselves.
- plan and carry out, with the teacher's help, an action aimed at a transportation problem that affects them directly.
- plan and carry out, with the teacher's help, an action aimed at dealing with problems of playing in the neighbourhood.

UNIT II-WHAT I NEED TO GROW: EMOTIONAL AND SOCIAL NEEDS

UNIT II OVERVIEW

In this unit children will explore the ways in which emotional and social needs are met in families and with friends. These needs have been singled out as a separate unit in order to stress their importance in the human experience. Also, by having social needs placed in the second unit, children will be involved in this topic at a time when they are well into the joys and perils of making friends at school. They are more likely to have personal experiences with which to relate to the activities. Activities for addressing these areas of understanding are structured around the following topics and associated focusing questions.

UNIT II TOPICS AND FOCUSING QUESTIONS

1. Emotional Needs

   - What are our emotional needs?
   - How do we try to meet these needs?

2. Friends and Emotional/Social Needs

   - What is a friend?
   - Why do we need friends?
   - What sorts of difficulties do friends have in getting along with each other?

UNIT II TOPIC OBJECTIVES

Knowledge objectives

The students should be able to:

Topic 1: . identify some of their important emotional needs.
. explain how they think these needs can be met.

Topic 2: . describe characteristics of a friend.
. describe needs that are met through friendship.
. describe some things friends do in order to get along.

Thinking and research skill objectives

The students should be able to:

Topic 1: . interview parents in order to obtain data on emotional needs.
. use language to describe and explain feelings.

Topic 2: . classify play activities.
. help solve hypothetical problems between friends.

Attitude and value objectives

The students should be able to:

Topic 1: . accept their own and others' emotional needs as important and just as real as physical needs.

Topic 2: . appreciate that the needs filled through friendship are important in everyone's lives.
. realize that conflict between friends is normal.
. share their ideas and feelings about having, getting along with, and making new friends.

Social participation objectives

The students should be able to:

Topic 2: . with guidance from the teacher, plan and carry out actions aimed at sharing with others in the school what they have learned about emotional needs.

UNIT III-FAMILIES AND HUMAN NEEDS

UNIT III OVERVIEW

This unit provides children an opportunity to explore the nature of their own and other families. An examination of the similarities and variations in families in the children's immediate environment is followed by a study of families in physically and culturally different situations. The universality of human needs, the differences in the ways needs are met, and a heightened awareness of one's own situation through experienced differences, are all important themes of this unit. Activities for addressing these areas of understanding are structured around the following topics and associated focusing questions.

UNIT III TOPICS AND FOCUSING QUESTIONS

1. Families

   - What is a family?
   - Why do we have families?

2. Not all Families are Alike

   a. My Own and My Classmates' Families

      - In what ways are our families different?
      - In what ways are our families similar?

   b. Families in Other Places

      - In what ways are these families similar to ours?
      - In what ways are they different from our families?

        (Note: Especially with respect to needs and ways of meeting needs.)

3. Interdependence Within and Between Families

   - In what ways do we depend on one another within our families?
   - How do our needs and wants affect other families (human and non human)?

UNIT III TOPIC OBJECTIVES

Knowledge objectives

The students should be able to:

Topic 1: . indicate an understanding of what a family is by describing different examples.
. explain why we live in families.

Topic 2: . be able to describe some significant differences and similarities among the families of children in their class.
. describe some of the ways in which families in different situations meet particular needs.

Topic 3: . cite examples of ways in which:

- family members are interdependent;
- families are interdependent;
- families cooperate;
- families come into conflict with other families (both human families and animal and plant families or the environment).

Thinking and research skill objectives

The students should be able to:

Topic 1: . ask questions of visitors to the classroom.

Topic 2: . read a simple bar graph.
. make comparisons between how needs are met in their own families and in families in different physical and cultural situations.

Topic 3: . observe around the school in order to detect ways in which we have affected animal and plant families.

Attitude and value objectives

The students should be able to:

Topic 2: . express their ideas and feelings about various family differences and listen to the ideas and feelings of others.
. display tolerance for and acceptance of the differences studied.
. share and explain their thoughts and feelings about the variations in family customs that they are studying.
. display tolerance toward and acceptance of the differences being studied.

Topic 3: . share how they feel about the impact of human families upon plant and animal families (the environment or ecosystem).

Social participation objectives

The students should be able to:

Topic 2: . with the teacher's help, plan and carry out an action aimed both at sharing with others what they have learned about differences in families and how they meet their needs (families of children in their class and in other places) and at encouraging others to be tolerant and accepting of such differences.

Topic 3: . with the teacher's help, plan an action aimed at some local problem arising from the impact of human families on their ecosystem.

GRADE TWO-CHANGES

GRADE TWO OVERVIEW

Change is an important phenomenon in children's lives; they change physically, intellectually and emotionally, their families move, they change grades, family structures and roles change, changes occur in their communities, and they are encouraged through a barrage of advertising to change their preferences in such things as toys and clothes. The grade two program provides an opportunity to help children begin the process of demystifying this aspect of their lives. It consists of a series of studies in which children can examine change as it affects them and their environment. The causes and effects of change are brought into focus through examples from the past and present and through the consideration of some possible future changes and their impact. The major purposes of the grade two program are to have children begin to explore:

- *Some of the ways in which they are changing physically, intellectually, emotionally, and socially.*
- *Some of the ways in which their roles, their relationships with others, their rights and responsibilities and their interests and abilities are changing.*
- *Some of the changes, caused in part at least by technological change, that are occurring in family structure, in the roles of family members, and in how families attempt to fulfill their needs and wants.*
- *Changes, arising both from natural and human sources, in the environment upon which families ultimately depend for the fulfillment of their needs and wants.*
- *The problems and decisions faced by people as they are confronted with the necessity of balancing their needs and wants against the impact of fulfilling these needs and wants on the ecosystems. The focus here is on the concept of stewardship, or the responsibility humans have to the ecosystem and to future generations for environmental maintenance and improvement.*

UNIT I-WHEN I WAS LITTLE-WHEN I GROW UP

UNIT I OVERVIEW

The grade two program deals with a variety of changes that affect children's lives. Unit 1, When I Was Little - When I Grow Up, sets the stage for these wide ranging investigations by using the changes of most immediate concern to the students, changes in themselves, as a beginning point. Thus, this unit provides children with an opportunity to observe changes in themselves, past and present, and to consider future changes and their implications.

UNIT I TOPICS AND FOCUSING QUESTIONS

1. We Change Over Time

   - In what different ways are we changing?
   - How can we find out more about these changes?

2. Our Activities and Routines Change

   - How do the ways in which we spend time change as we get older?

3. Our Interests Change

   - How do our interests change as we grow up?
   - Do these interests affect what people do for a living?

4. Our Relationships with Others Change

   - How do the things we depend on others for and the things we can do for ourselves change as we grow older?

- How do our rights, freedoms, and responsibilities change as we grow older?

5. Old Age Brings Changes in People's Lives

   - What is meant by "old age"?
   - What changes often come with old age?

6. Changes can be Welcome or Unwelcome

   - How do we feel about the different changes we are undergoing?

UNIT I TOPIC OBJECTIVES

Knowledge objectives

The students should be able to:

Topic 1: . describe some of the changes they are experiencing.

Topic 2: . describe some of the ways in which their activities and routines have changed since infancy.
. predict some of the ways in which their activities and routines might change as they grow older.

Topic 3: . explain how some of their current interests might be related to future occupations.

Topic 4: . predict some of the ways in which they will probably become more independent as they grow older.
. give examples of ways in which they will likely still depend on others when they are older.

Topic 5: . give examples of changes that occur in people's lives in old age.

Topic 6: . give examples of what they view as positive change and support their examples with a rationale.
. give examples of what they view as unwelcome change and support their examples with a rationale.

Thinking and research skill objectives

The students should be able to:

Topic 1: . collect data through direct observation of human behavior.
. graph information about changes.

Topic 2: . construct simple time lines in order to portray routine changes and significant events in their lives.

Topic 3: . obtain information through interviewing.
. classify information in terms of past, present, and future.

Topic 4: . interview adults in order to obtain information.

Topic 5: . obtain information through interviewing.
. generate alternative solutions to a problem (divergent thinking).

Topic 6: . interview their parents in order to obtain data.
. make comparisons.

Attitude and value objectives

The students should be able to:

Topic 1: . discuss what they view to be some of the advantages and disadvantages of the changes they are experiencing.
. view most of the changes they are experiencing as a normal and interesting facet of their lives.

Topic 2: . discuss what they view to be the advantages and disadvantages of the changes being studied.

Topic 3: . share their views on and consider the reasons for a sex bias that appears in what children (or adults recalling childhood) report as major interests.

Topic 4: . assess classroom, school, or other rules that affect them in terms of their fairness from the students' points of view.
. begin to accept the notion that in social groups freedoms usually have responsibilities associated with them.

Topic 5: . examine and share their ideas about being older and old people.
. consider the vailidty of common stereotypes about old age.

Topic 6: . examine the feelings they and others have about various changes in their lives.

Social participation objectives

The students should be able to:

Topic 1: . plan and enact a short play or sequence of skits aimed at illustrating experiences relating to growing and changing.

Topic 3: . with the teacher's help, plan and carry out actions aimed at increasing the opportunities for students to pursue some of their interests and develop greater competence in these areas.

Topic 4: . with the teacher's help, plan and carry out actions aimed at changing rules which govern their rights and responsibilities.

Topic 5: . with the teacher's help, plan and carry out actions aimed at ameliorating some old age related problem in their school or neighbourhood.

Topic 6: . with the teacher's help, plan and carry out an action aimed at assisting others (e.g., peers, families in the neighbourhood) who are experiencing significant changes.

UNIT II-FAMILIES LONG AGO-FAMILIES NOW

UNIT II OVERVIEW

In this unit children will explore some of the ways in which the changing technologies used by people as they attempt to meet their needs and wants lead in turn to changes in family life, changes in how people go about fulfilling their needs and wants, and changes in the environment upon which people ultimately depend for the satisfaction of these needs and wants. This exploration will include a consideration of the relative decrease in family self-sufficiency as families have become centers of consumption rather than consumption and production, and an evaluation of both the advantages and disadvantages of life in a technologically sophisticated society.

UNIT II TOPICS AND FOCUSING QUESTIONS

1. The Environment Upon Which Families Depend Changes

- What natural forces change our environment?
- What was the environment like here before European settlement?
- How have people changed the environment?

- In what ways are these changes harmful or beneficial?

2. Families Long Ago

   - How did families long ago fulfill their needs and wants?

3. Technological Changes and Changes in Families

   - How are our families different from families long ago? (e.g., roles, family structure, size).
   - How are the ways in which our families fulfill our needs and wants different than in families long ago? (e.g., food, shelter, clothing, entertainment, education, transportation, communication, etc.)

4. New Technologies Have Advantages and Disadvantages

   - What are some of the benefits of the technological developments and associated changes in family life studies, Topic 3?
   - What are some of the costs or disadvantages of these changes?

UNIT II OBJECTIVES

Knowledge objectives

The students should be able to:

Topic 1:
- . give examples of environmental change brought about through natural causes.
- . give examples of people adapting to such changes.
- . give examples of changes in the local environment that are caused by people.
- . explain some of the positive and negative aspects of particular changes.

Topic 2:
- . give examples of ways in which life in their families might have been different if they had lived long ago.

Topic 3:
- . give examples of technologically induced changes in:
  - the roles of family members
  - the ways in which families meet the needs and wants of their members.
- . give examples of some ways in which families have, for the most part, shifted from being centers for both production and consumption to being centers for consumption (decreases in self-sufficiency).
- . give examples of female and male role definition changes as evidenced in the past and present family life comparisons.

Topic 4:
- . describe some advantages and disadvantages of common technologies.

Thinking and research skill objectives

The students should be able to:

Topic 1:
- . obtain data through interviewing.
- . obtain evidence of environmental change through direct observation in the community.

Topic 2:
- . use artifacts as a basis for making inferences about family life in the past.
- . use interviewing to obtain information and check inferences about family life in the past.

Topic 3:
- . observe in their own homes in order to obtain information about technological influences.
- . make comparisions between data based on past and present family life.

Topic 4: . obtain data on household technologies through observation at home.
. obtain data about advertising through observing television programs.

Attitude and value objectives

The students should be able to:

Topic 2: . share and examine their attitudes and feelings about living in the manner families did long ago.
. examine the value of preserving examples of past ways of life (e.g., museums, old farms, etc.).

Topic 3: . examine their own sex role stereotypes and consider their reasons for holding these.

Topic 4: . share their attitudes towards particular technologies.
. examine their reasons for assessing particular technologies either positively or negatively.

Social participation objectives

The students should be able to:

Topic 2: . with the teacher's help, plan and carry out an action aimed at protecting and increasing appreciation for some aspect of their community relating to how families lived in the past.

Topic 3: . with the teacher's help, plan and carry out an action aimed at altering what they view to be unjustified sex role stereotyping in their school or community.

Topic 4: . with the teacher's help, plan and carry out an action aimed at ameliorating what they perceive to be some negative effects of dependence on a particular technology.

UNIT III-FAMILIES IN THE FUTURE

UNIT III OVERVIEW

This unit provides children with an opportunity to speculate about how continued technological and environmental change and resource availability might influence their lives in the future. The question of the extent to which people should accept responsibility for environmental maintenance and improvement (environmental stewardship) is also raised. A major purpose of the unit is to help children begin exploring these abstract and complex issues, and to provide them with ways of thinking about the future.

UNIT III TOPICS AND FOCUSING QUESTIONS

1. Future Technological Changes and Family Life

   - What major technological developments are occurring now and will likely occur in the near future?
   - How might these affect how families live and attempt to fulfill their needs and wants?

2. Families in the Future Will Continue to Depend on the Environment in Order to Fulfill Their Needs and Wants

   - What are the basic sources of the things we use to meet our needs and wants?
   - What are some examples of resources that are now scarce or will likely be scarce in the near future?

- How might these scarcities affect how families meet their needs?
- How might these scarcities affect families' wants?
- What effects might families' continued efforts to fulfill their needs and wants have on your environment?
- Which of these effects do you see as acceptable? Unacceptable?
- Do families have a responsibility to live in ways that do not harm your environment (environmental stewardship)?
- What changes might families have to make in how they meet their needs and in what they want in order to protect the environment?

UNIT III TOPIC OBJECTIVES

Knowledge objectives

The students should be able to:

Topic 1: . give examples of current and possible future technological developments.

Topic 2: . when given a common item used to fulfill a need or want, be able to describe the stages of production back to the item's original source in the environment.
. give examples of natural resources that are becoming scarce or might become scarce in the near future.
. give examples of current and possible future impacts on families of particular natural resource scarcities.
. give examples of people:

- damaging the environment in their neighbourhood.
- maintaining and improving the environment in their neighbourhood (environmental stewardship).

Thinking and research skill objectives

The students should be able to:

Topic 1: . predict some possible effects of current and future technological developments on families and how they meet their needs and wants.

Topic 2: . obtain data on environmental impacts through observation in the community.
. obtain data through surveying people for their opinion about specific environmental impacts in the community.
. predict the effects on families of possible resource scarcities.
. interpret data on a graph.

Attitude and value objectives

The students should be able to:

Topic 1: . discuss what they view to be some positive and negative aspects of the technological effects being studied.

Topic 2: . examine and assess their own and others' opinions about specific environmental impacts in the community.
. examine their own views on what they would and would not be willing to forego in order to protect the environment.

Social participation objectives

The students should be able to:

Topic 1: . with the teacher's help, plan and carry out an action aimed at increasing their opportunities for learning about a new technology that they have predicted will have a significant impact on their lives.

Topic 2: . with the teacher's help, plan and carry out an action aimed at fostering environmental stewardship in their community.

GRADE THREE-COMMUNITIES TODAY

GRADE THREE OVERVIEW

The grade three program focuses on communities and their significance in people's lives. Initially students engage in a first-hand examination of their own community. The understandings thus developed are then used as the foundation for comparative studies of another Manitoban community and either another Canadian community or a community in another part of the world.

For the purposes of the grade three program "community" has been interpreted to mean the immediate community within which people interact on a frequent and often face to face basis. This small scale delineation, rather than a larger macro or regional community orientation, has been selected in order to:

- *Accommodate the students' levels of development and experience. (Thus the studies are first hand and build on and raise questions about students' everyday experiences.)*
- *Retain a consistency of scale between the initial first hand community study and the subsequent studies of more distant communities. (This consistency will hopefully facilitate and encourage comparisons among the ways of life in different communities.)*

The major purposes of the grade three program are to have children begin to explore:

- *The needs and wants that are fulfilled for people by their living in communities and participating in community life.*
- *The advantages and disadvantages for people of living in communities.*
- *The ways in which people interact with and depend on one another within communities.*
- *The ways in which people in communities cooperate and come into conflict.*
- *The ways, both formal and informal, that people have developed for managing group life (e.g., making and enforcing decisions, mediating conflicting interests, maintaining a reasonable level of cooperation.)*
- *The different degrees to which communities are self sufficient or dependent on outside sources in providing for the needs of their members, and the implications of these differences for the quality of community life.*
- *The ways in which communities depend upon, interact with, and change their environments.*
- *The diverse characteristics of the geographic locations of communities in Manitoba, the rest of Canada, and the world, and the influence of this diversity upon how people perceive and attempt to fulfill their needs and wants.*
- *The cultural diversity of communities in Manitoba, the rest of Canada, and the world, and the influence of this diversity upon how people perceive and attempt to fulfill their needs and wants. (Note: Culture is used broadly here and includes such aspects of human experience as beliefs, attitudes, customs, and technology.)*
- *The extent to which people in all geographic locations and in all cultures share common basic needs.*

UNIT I-OUR COMMUNITY

UNIT I OVERVIEW

This unit provides an opportunity for students to begin to develop an understanding of the concept of community, an understanding which will serve as the foundation for subsequent community studies in the balance of grade three and in grade four. By having students engage in a series of in-depth investigations of aspects of life in their own immediate communities it is hoped they will gain insights into the interconnectedness of community life and into the issues that arise when people live and pursue their needs and wants in the same location.

UNIT I TOPICS AND FOCUSING QUESTIONS

1. Community Situation

- What is a community?
- What are the natural physical features of the area in which the community is situated?
- What is the community's climate like?
- How large is the community? (e.g., boundaries, area, population)
- How is the land used in different parts of the community?
- Are there other communities or natural and human features which are outside the community but which are important to it? Where are they located?
- What transportation links exist with these other communities?

2. Community History

- What was it like here before settlement (or contact)?

  e.g., - environment
  - population
  - land use

- Why did people settle here?
- What was the community like during successive stages of development?
- Are there people, practices, artifacts or other sources in the community which can help in the attempt to understand what life was like in the community's early stages? What can be learned from these sources?
- In what ways has the community and life in it changed since the community was established?
- In what ways has the environment changed since the community was established?

3. Meeting Needs and Wants in the Community

- How do people meet their needs and wants within the community? For example, how do they meet their needs in areas such as:

  - goods
  - services
  - employment
  - play, recreation, and celebration

- What needs and wants do people go outside the community to fulfill?
- As the community has changed over the years has it become more or less self sufficient with respect to meeting the needs and wants of its members. In what areas (e.g., goods, services, employment, play and celebration) have such changes occurred and in what direction? Why? How have these changes affected the quality of life in the community?

4. Cooperation and Conflict in Community Life

- What are some of the ways in which people cooperate within the community?
- What sorts of conflicts and differences in interests arise in the community?
- What ways have people developed for managing community life?

  e.g., - encouraging cooperation
  - mediating conflict
  - making and enforcing decisions

UNIT I TOPIC OBJECTIVES

Knowledge objectives

The students should be able to:

Topic 1:
- . point on a map and describe the major physical features in their community.
- . describe the climate of their community.
- . provide indicators of the size and extent of their community.
- . point out on a map and describe the major land uses in their community.
- . point out on a map and describe communities and human made natural features which are outside the community's boundaries but which are significant in community life.

Topic 2:
- . describe what the community's location probably was like before settlement or contact.
- . describe some changes that have occurred in the local environment as the community has developed.
- . explain the main reasons for the community being established in its particular location.
- . describe some of the major changes that have occurred in the community and in community life.

Topic 3:
- . be able to give examples of ways they and others in the community are interdependent.
- . explain how some of their needs and wants are met in the community.
- . identify needs and wants that they and others meet by going outside the community.

Topic 4:
- . give examples of cooperation in their community.
- . give examples of conflicts in their community.
- . describe how conflicts are mediated and decisions are made in their community.

Thinking and research skill objectives

The students should be able to:

Topic 1:
- . collect data about selected aspects of community life through direct observation and other forms of research.
- . use media such as maps, graphs, sketches, and writing in order to translate observations and share them.

Topic 2:
- . obtain information about the early community through a variety of sources and means (e.g., photography maps, museums, longtime community residents.)

Topic 3:
- . collect data through direct observation in the community.
- . plan and conduct interviews.
- . use maps to display data.

Topic 4:
- . defend selected problem solutions with a supporting rationale.

Attitude and value objectives

The students should be able to:

Topic 1:
- . provide reasons for viewing particular features of their community as adding to or detracting from the quality of life in the community.

Topic 2:
- . evaluate changes that occurred in the community, its environment and the way of life of its members.

Topic 3:
- . evaluate how the range of needs and wants that are met within the community affect the quality of life of its members.
- . consider the positive and negative aspects of the interdependence of community members.

Topic 4:
- . consider the benefits of cooperation in community life.
- . consider the negative and positive aspects of conflict in community life.

Social participation objectives

The students should be able to:

Topic 1: . plan and carry out actions aimed at increasing awareness of the "Community Situation" information unearthed by the class.

Topic 2: . plan and carry out an action aimed at encouraging the preservation of some part of the community's past.

Topic 3: . plan and carry out an action aimed at increasing opportunities for meeting some specific need or want within the community.

Topic 4: . plan and carry out an action aimed at enhancing cooperation or constructively resolving conflict in community life.

UNIT II-A MANITOBAN COMMUNITY

AND

UNIT III-A CANADIAN AND/OR WORLD COMMUNITY

UNIT II AND UNIT III OVERVIEW

Units II and III provide students with an opportunity to study communities with cultural traditions and geographical situations that are distinctly different from those that exist in their own communities. Similarity of basic needs and diversity in the ways people meet their needs in different situations are major themes. By constantly comparing the communities being studied with what they found out about their own community in Unit I, students will begin to develop a perspective on their own way of life as being one among many human responses to the challenge of meeting basic needs.

The communities selected for Units II and III are approached with the same topical outline in mind as was used in Unit I. Whether this is done by sequentially going through Topics 1-4 or by simply approaching a community in a manner suggested by the available resources and then referring back to the outline and the children's own community when points of comparison arise, is really a matter of preference. Whether the outline is used in the former explicit manner or in the latter implicit way, comparisons should constantly be made between the community under study and the children's community. The topics and focusing questions are intended as the vehicle for this comparison.

Note: Selection of Communities

Selection of communities in addition to being influenced by the availability of suitable materials, should be made with the primary goals of Units II and III in mind. The major purpose of these units is to engage children in comparative studies in which they use the knowledge obtained about their own communities in Unit I as a basis for understanding:

- The very great similarity among people, especially with respect to their basic needs.
- The diversity in approaches to meeting needs among people with different cultural backgrounds.
- The diversity in approahces to meeting needs among peoples in significantly different physical environments.

The latter two points, diversity arising out of cultural tradition and adaptation to physical environment, are especially important for community selection. Each community selected should have at least one of these sources of diversity, and between both selections (i.e., Unit II, A Manitoban Community, and Unit III, A Canadian and/or World Community) both sources of diversity should be covered. For example, if your community is urban then a rural community will provide the diversity in environment (or vice versa). However, a Hutterian Community, a Native Community or Inuit Community could provide both environmental as well as cultural diversity. The choice of a Canadian or World Community should also emphasize an environmental and/or a cultural diversity when compared to your own community.

By way of summary, some factors to consider in selecting communities include:

a. Cultural traditions

- Are these distinct enough and still intact to the extent that they will be reflected in community life?
- Is there a diversity in cultural traditions reflected when compared to your own community?

b. Physical environment

- Is there a diversity in the physical environment (landforms, climate, vegetation, etc.) reflected when compared to your own community?

Maximizing the Comparative Dimension of the Studies

a. Use the topical outline with modifications as necessitated by the resources available to you.

b. At all times refer back to what the children found out about their own communities in Unit I. (Many of the maps, charts, graphs, etc. produced during Unit I should be helpful here.)

UNIT II AND UNIT III TOPICS AND FOCUSING QUESTIONS

1. Community Situation

- What are the natural physical features of the area in which the community is situated?
- What is the community's climate like?
- How large is the community?

  e.g., - boundaries
  - area
  - population

- How is land used in different parts of the community?
- Are there other communities or natural and human made features which are outside the community but which are important to it? Where are they located?
- What transportation links exist with these other communities?
- In what ways is the community's situation similar to and different from the situation of our own and other communities we have studied?

2. Community History

- How can we find out about the community?
- What was it like there before settlement (or contact)?

  e.g., - environment
  - population
  - land use

- Why did people settle there?
- What was the community like during successive stages of development?
- In what ways has the community and life in it changed since the community was established?
- In what ways has the environment been changed since the community was established?

3. Meeting Needs and Wants in the Community

- How do people meet their needs and wants within the community? For example, how do they meet their needs, and wants in areas such as:

  - goods

- services
- employment
- play, recreation, and celebration

- What needs and wants do people go outside the community to fulfill?
- As the community has changed over the years has it become more or less self sufficient with respect to meeting the needs and wants of its members? In what areas (e.g., goods, services, employment, play and celebration) have such changes occurred and in what direction? Why? How have these changes affected the quality of life in the community?
- In what ways is community life similar to and different from life in our own community and other communities we have studied? What similarities and differences are there with regard to:

  - What people see as important needs and wants?
  - How people go about meeting their needs and wants?
  - The degree of community self sufficiency in meeting its members' needs and wants?

- What are some of the reasons for the existence of differences in defining and meeting needs and wants?

4. Cooperation and Conflict in Community Life

  - What are some of the ways in which people cooperate within the community?
  - What sorts of conflicts and differences in interests arise in the community?
  - What ways have people developed for managing community life?

    e.g., - encouraging cooperation
    - mediating conflict
    - making and enforcing decisions

  - What differences and similarities are there between how people manage their community life and how it is managed in our community and other communities we have studied?

UNIT II AND UNIT III TOPIC OBJECTIVES

Note: For these units the objectives for the topics have been combined. If necessary, refer back to Unit I for specific objectives under each topic.

Topic 1: Community Situation
Topic 2: Community History
Topic 3: Meeting Needs and Wants in the Community
Topic 4: Cooperation and Conflict in Community Life

Knowledge objectives

The students should be able to:

. describe some significant aspects of the physical situation of the community being studied.
. describe some of the important aspects of what the communities being studied were like in the past.
. describe and give examples of how people in the communities being studied perceive and attempt to meet their needs and wants.
. give examples of how the physical environments of the community being studied affect how people perceive and attempt to fulfill their needs and wants.
. give examples of needs and wants which are not met within the communities being studied. (self-sufficiency)
. describe aspects of how the communities being studied have changed and, where this is the case, managed to maintain a state of balance or equilibrium with this environment.

. describe some important ways in which people in the community being studied have developed ways for managing conflict and have encouraged cooperation, through decisions which they have made and enforced.
. give examples of similarities and differences between communities, with regard to:

- The communities' physical situations.
- How people perceive and attempt to meet their needs and wants.
- How perceptions of and ways of meeting needs and wants are affected by the physical environment.
- The abilities of communities to meet the needs and wants of their members.
- The communities' levels of development.
- How communities alter and/or coexist with their environment.
- How cooperation is encouraged, conflict managed and decisions made and enforced.

Thinking and research objectives

Note: The skill objectives for Units II and III will depend to a large extent upon the resources available and the sorts of activities that are possible. In general the sorts of skills that will likely be important include the following:

The students should be able to:

. compare and contrast communities in terms of some of the dimensions noted in the knowledge objectives.
. translate data about communities being studied into maps, charts, art work, dramatic activities, models, and written accounts.

Attitude and value objectives

Note: Specific attitude and value objectives will depend upon materials and possible activities. In a general sense,however, the community studies in Units II and Unit III should be directed to the following:

The students should be able to:

. share and assess their veiws on different perceptions of needs and wants and the different ways in which these needs and wants are met.
. develop a tolerant attitude toward differences in culture, i.e., differences represented in how needs and wants are perceived and met.
. view differences among people's cultures as a variety of ways of fulfilling needs and wants.
. view their own way of life as one among many possible alternatives.
. indicate empathy for the problems faced by people in some communities as they attempt to meet their needs.

Social participation objectives

Note: The social participation objectives for these units will depend to a large extent on the resources available and the sorts of issues brought to the fore. Students might be expected to plan and carry out actions aimed at increasing awareness of practices or perceptions in another community which they feel would be beneficial in their own community or they might want to try to help out through some indirect means with a problem in another community.

GRADE FOUR-COMMUNITIES AROUND THE WORLD

GRADE FOUR OVERVIEW

Communities Around the World builds directly upon the structure and content of the grade three program, Communities Today. Thus, as in the grade three program:

- *The primary focus is on communities and their significance in people's lives.*
- *Communities have been delineated on a micro scale, a scale based on the level of community in which people have frequent and often face to face contact.*

This planned continuity in focus and community scale is intended to encourage a continuing comparison between how people define and attempt to fulfill their needs and wants in different situations. The study by students of their own community at the beginning of the grade three program forms the foundation for this comparative view of the role of community in people's lives with each new community studied adding new geographical and cultural variables.

Within this common framework the grade four program emphasizes new areas of knowledge and skills and introduces new ways of thinking about community life. These new emphases include:

- *Examining questions of location on the earth's surface and developing related map skills.*
- *Developing a knowledge of the earth's major geographical and political/cultural features.*
- *Using the concepts development and levels of development as tools in considering the quality of life in communities.*

The major purposes of the grade four program are to have students continue to explore:

- *The needs and wants that are fulfilled for people by their living in communities and by participating in community life.*
- *The advantages and disadvantages for people of living in communities.*
- *The ways in which people interact with and depend on one another within communities.*
- *The ways in which people in communities cooperate and come into conflict.*
- *The ways, both formal and informal, that people have developed for managing group life (e.g., making and enforcing decisions, mediating conflicting interests, maintaining a reasonable level of cooperation).*
- *The different degrees to which communities are self sufficient or dependent on outside sources in providing for the needs and wants of their members, and the implications of these differences for the quality of community life.*
- *The ways in which communities depend upon, interact with, and change their environments.*
- *The diverse characteristics of the geographic locations of communities in the world and the influence of this diversity upon how people perceive and attempt to fulfill their needs and wants.*
- *The cultural diversity of communities in the world and the influence of this diversity upon how people perceive and attempt to fulfill their needs and wants. (Note: Culture is used broadly here and includes such aspects of human experience as beliefs, attitudes, customs, and technology.)*
- *The extent to which people in all geographic locations and in all cultures share common basic needs.*

In addition students will begin to explore:

- *The various human and natural features of the earth's surface.*
- *The ways in which people communicate about location on the earth's surface.*
- *The implications of different levels and types of development for the quality of life in communities.*

UNIT I-LOCATING PEOPLE AND PLACES AROUND THE WORLD

UNIT I OVERVIEW

The primary purpose of this unit is to have students begin to visualize the earth, its major geographic features, and some of its political and cultural divisions. Mapping skills are introduced as one solution to the problem of how to communicate about location and how to find various locations on the earth. Through the applications of these skills, students can locate some of the earth's natural and human features and begin to develop an understanding of their own and their community's place on our planet.

UNIT I TOPICS AND FOCUSING QUESTIONS

I. Locating People and Places Around the World

- What do we know about the planet Earth?

a. Skills for Communicating About and Finding Locations

- How do people communicate about and find locations on the earth's surface?

i. Direction

- How do people communicate about direction?
- How do people use direction to find locations?

ii. Scale

- How do people make models and maps of the earth so that these models and maps give a reasonably accurate idea of what the earth and its features are like?

iii. Coordinates

- What system do people use for explaining where on the earth's surface a a particular place is located?

iv. Geographic Terms

- What geographic terms do people use when they describe the earth's natural features and human features?

v. Legends

- How do people put information about parts of or the whole earth on something as small as a map?

b. Locating Natural and Political/Cultural Features

- What are the earth's major natural features and where are they located?
- What major political/cultural areas have people divided the earth's surface into and where are they located?

UNIT I TOPIC OBJECTIVES

Note: Mapping skills and knowledge as represented by subtopics a-i to a-v, are presented separately from their application in locating people and places around the world, subtopic b. This has been done primarily for ease and clarity of presentation and is not intended to imply that all the skills and knowledge should necessarily be taught first and then applied afterwards. An equally good case can be made for teaching the skills in the context of locating people and places. Thus, for example, one could just

as well develop an understanding of coordinates during the teaching of where people live in the world, as teaching it as an isolated skill. This is equally a matter of teacher preference.

Knowledge objectives

The students should be able to:

Topic 1:
- . indicate an understanding of common directional terms such as left, right, backward, forward, around, etc.
- . name the cardinal directions, North, East, South, and West.
- . name the intermediate directions, North East, North West, South East, and South West.
- . indicate the cardinal directions in their community.
- . indicate an understanding of the term scale in the context of scale models, drawings, and maps both by explaining the term and by giving examples.
- . explain why scale reductions are necessary and useful in mapping.
- . demonstrate an understanding of the term grid through description and examples.
- . give examples of coordinates on a simple grid system.
- . attach the label lines of latitude to the east-west lines of a map grid system.
- . attach the label lines of longitude to the north-south lines of a map grid system.
- . explain why people use grid systems on maps.
- . through such means as naming, describing, providing examples, and referring to pictures and maps, indicate an understanding of some of the terms used to label the earth's important features.
  e.g., continent; island; peninsula; plain; valley; delta; hill; mountain; oasis; stream; river; lake; sea; ocean; coast line; bay; strait; current; etc.
  e.g., hemisphere; equator; lines of longitude and latitude; high, middle and low latitudes; north and south poles; etc.
  e.g., country; province; state; territory; region; capital; city; etc.
  e.g., roads, bridges; railways; dams; reservoirs; canals; etc.
- . give examples of common map symbols and explain what they represent.
- . explain that a legend is a key for decoding or reading a map.
- . name, recognize the shape of, and indicate the location of each of the continents.
- . name and indicate the location of the world's major bodies of water.
- . name and indicate the location of other selected major features of the earth's surface.
- . name and indicate the location of selected countries around the world.

Thinking and research skill objectives

The students should be able to:

Topic 1:
- . use directional terms (e.g., left, right, backward, forward, around, etc.) correctly in giving and following directions.
- . use cardinal and intermediate compass directions to find locations on maps.
- . use cardinal and intermediate compass directions in order to provide directions for others to find locations on maps.
- . use a compass in order to follow a predetermined route on the school grounds or in the community.
- . use a compass in order to orient themselves in terms of N, E, W and S in their communities.
- . make simple scale maps of their classroom, school, and community.
- . locate positions in the classroom using a grid system.
- . locate positions on maps of the school grounds and community using a grid system.
- . use lines of longitude and latitude (degrees only) to determine the approximate location of various features on the earth.
- . use legends and common symbols to obtain information from maps.
- . develop symbols and legends in order to put information on maps they have made.

Attitude and value objectives

The students should be able to:

Topic I: . recognize the usefulness and importance of the ways people have developed for communicating about and finding locations on the earth's surface.

Social participation objectives

The students should be able to:

Topic I: . plan and carry out an action arrived at developing (or improving) a map of their community and making it generally available to community members.

UNIT II AND III-WORLD COMMUNITIES

UNIT II AND UNIT III OVERVIEW

The major purpose of Units II and III is to provide students with an opportunity to expand their understanding of the significance of communities in people's lives. This is done by having students examine how people live and meet their needs and wants in diverse communities around the world. In order to maintain continuity with previous community studies, encourage comparisons, and ensure that students consider community life under diverse conditions, it is suggested that:

- *The term community be thought of on a local or micro as opposed to a regional scale. (This does not rule out consideration of the effects of larger regions on communities but rather ensures that primary emphasis is placed upon how people meet their needs and wants and interact with others in their everyday lives.)*
- *Frequent comparisons be made between communities that are studied and the students' own communities.*
- *For each unit, at least one major world region be selected (e.g., Africa, The Middle East, Asia, South/Central America, Australia/New Zealand).*
- *From each major world region that is selected, two contrasting communities be selected. (By selecting communities which contrast in terms of variables such as level of development, and urban or rural location, there is a reduced likelihood that students will develop stereotypical views of how people live in particular regions. In addition, such contrasts, along with those of culture and physical geograhphy, should encourage in students an appreciation of the diverse ways in which people respond to the challenge of meeting their needs and wants.)*

Note: Community Selection

It is intended that teachers have considerable freedom in selecting communities which they think will interest students and will be useful in permitting attainment of the Unit II and III objectives. There are guidelines, however, as indicated in the unit overview, that have been developed to assist in this choice and to promote the sorts of contrasts and comparisons that are central to the grade four program. Thus:

- In each unit, at least one world region (e.g., Africa, Asia, The Middle East, Europe, South/Central America, Australia/New Zealand) should be selected.
- In each region selected at least two contrasting communities should be chosen for study.
- Each pair of communities chosen should present at least some of the following contrasting characteristics:
  - contrasting levels of development
  - contrasting perceptions of what is necessary for a good life
  - contrasts in physical environment
  - contrasts in terms of being urban or rural

(All of the contrasting characteristics will probably have been examined after pairs of communities from two different world regions have been studied.)

- The scale or size of the community selected should be comparable to the students' own communities.

Note: Development and Levels of Development

The basic purposes for introducing this concept into the grade four program are to:

- Provide one perspective or tool for assessing the quality of life in different communities.
- Encourage the consideration of issues such as:
    - What is required in order to lead a fulfilling, dignified life?
    - Is this requirement the same in all communities?
    - Are there communities in which needs are not adequately met?
    - What effects do such inadequacies have upon people in these communities?
    - What are some of the causes of and possible solutions to such situations?

It should be recognized that these issues do not lend themselves to simple or final answers. Aside from obvious cases of serious inadequacies in the level of material life, it is often difficult to say which communities are more or less developed. For example, which is the more developed:

- A rural community in Western Canada whose members use sophisticated technologies and have a high material level of consumption, but who live scattered across the landscape, and whose community life has little identifiable focus or is focused on a dying town or village.
- A rural village in a third world region with simple technologies, a modest level of material consumption, and a fairly integrated community life in which a wide range of needs, both social and physical, can be met?

The point of this example is not to romanticize what are often inadequate living conditions in Third World communities (or in pockets of underdevelopment in Manitoba). Rather it is provided to emphasize that in having students consider the relative levels of development of communities, they need to be encouraged to compare their own and other communities on various dimensions and avoid the pitfall of assuming that their own communities are necessarily the more developed ones, or that sophisticated technologies and high levels of material consumption are the only criteria in assessing the quality of community life.

UNIT II AND UNIT III TOPICS AND FOCUSING QUESTIONS

1. Community Situation

- What are the natural physical features of the area in which the community is situated?
- What is the community's climate like?
- How large is the community (e.g., boundaries, area, population)?
- How is land used in different parts of the community?
- Are there other communities or natural and human made features which are outside the community but which are important to it? Where are they located?
- What transportation links exist with these other communities?
- In what ways is the community's situation similar to and different from the situation of our own and other communities we have studied?

2. Community History

- How can we find out about the history of the community?
- For how long has there been a community at this location?
- Why did people likely choose this location for a community?
- In what ways has the community changed (and remained the same) since _____ (some date or era for which you are able to find information)?
- In what ways has the environment been changed since _____?

- What major outside events or influences have caused changes in community life (e.g., climate changes, conquest, colonization, technological impacts, etc.)?

3. Meeting Needs and Wants in the Community

- How do people meet their needs and wants within the community? For example, how do they meet their needs and wants in areas such as:

    - goods
    - services
    - employment
    - play, recreation, and celebration

- What needs and wants do people go outside the community to fulfill?
- As the community has changed over the years has it become more or less self sufficient with respect to meeting the needs and wants of its members? In what areas (e.g., goods, services, employment , play and celebration) have such changes occurred and in what direction? Why? How have these changes affected the quality of life in the community?

- In what ways is community life similar to and different from life in our own community and other communities we have studied? What similarities and differences are there with regard to:

    - What people see as important needs and wants?
    - How people go about meeting their needs and wants?
    - The degree of community self sufficiency in meeting its members' needs and wants?

- What are some of the reasons for the existence of differences in defining and meeting needs and wants?
- How does the level of development in the community compare with your own and other communities you have studied? Consider development in terms of the extent to which it is possible for the members of a community to satisfy their needs and aspirations within their own geographical and cultural context. Some indicators include:

    - Adequate fulfillment of basic needs (food, water, shelter, clothing, security, etc.).
    - The opportunity to live in accordance with community members' accepted view of a meaningful and dignified life.
    - A reasonable level of control over the nature and direction of their lives by community members themselves.

4. Cooperation and Conflict in Community Life

- What are some of the ways in which people cooperate within the community?
- What sorts of conflicts and differences in interests arise in the community?
- What ways have people developed for managing community life (e.g., encouraging cooperation, mediating conflict, making and enforcing decisions)? What differences and similarities are there in how people manage their community life and how it is managed in our own community and other communities we have studied?

UNIT II AND UNIT III TOPIC OBJECTIVES

Topic 1: Community Situation
Topic 2: Community History
Topic 3: Meeting Needs and Wants in the Community
Topic 4: Cooperation and Conflict in Community Life

Note: It is recommended that the objectives for grade three be reviewed before starting the grade four program. A reasonable level of mastery of those objectives and especially the ones relating to Unit I, Our Community, is necessary for success with the following

objectives and for the full development of the comparative dimension of the grade four community studies. In those cases where it is necessary to teach the grade four program first, it is recommended that any examination of world communities be preceded by having students study their own community, even if this means that some students in a class are doing such a study for the second time. Unit I of grade three provides a great enough variety of activities that it should be possible in such cases to avoid any significant repetition.

Knowledge objectives

The students should be able to:

- indicate the location of communities being studied on a map.
- name and locate on a map the world region (e.g., Africa, The Middle East, Asia, South/Central America, Australia/New Zealand) and country of the communities being studied.
- describe some significant aspects of the physical situation of communities being studied.
- describe some of the important aspects of what the communities being studied were like in the past.
- describe and give examples of how people in the communities being studied perceive and attempt to meet their needs and wants.
- give examples of how the physical environment of the communities being studied affect how people perceive and attempt to fulfill their needs and wants.
- give examples of needs and wants which are not met within the communities being studied (self sufficiency).
- give examples of living conditions which indicate the level of development of the communities being studied.
- suggest some ways in which the level of development or quality of life might be improved.
- describe aspects of how the communities being studied have changed and, where this is the case, managed to maintain a state of balance or equilibrium with their environments.
- describe some important ways which people in the community being studied have developed for managing conflict, encouraging cooperation, and making and enforcing decisions.
- give examples of similarities and differences between communities (e.g., their own and other communities, two contrasting communities in one world region, communities in different world regions) with regard to:

    - the communities' physical situations.
    - how people perceive and attempt to meet their needs and wants.
    - how perceptions of and ways of meeting needs and wants are affected by the physical environment.
    - the abilities of communities to meet the needs and wants of their members.
    - the communities' levels of development.
    - how communities alter and/or coexist with their environment.
    - how cooperation is encouraged, conflict managed and decisions made and enforced.

Thinking and research skill objectives

Note: The skill objectives for Units II and III will depend to a large extent upon the resources available and the sorts of activities that are possible. In general, the sorts of skills that will likely be important include the following.

The students should be able to:

- compare and contrast communities in terms of some of the dimensions noted in the knowledge objectives about:

    - using a variety of translation skills such as translating data about communities being studied into maps, charts, graphs, art work, dramatic

activities, models, written accounts, etc.
- using mapping skills from Unit I in order to locate and obtain information about communities.

Attitude and value objectives

Note: Specific attitude and value objectives will depend upon materials and possible activities. In a general sense, however, the community studies in Units II and III should be directed toward encouraging students to do the following.

The students should be able to:

. share and assess their views on different perceptions of needs and wants and the different ways in which these needs and wants are met.
. question common stereotypes about various regions of the world and realize that very different ways of life and levels of development are present in each region.
. develop a tolerant attitude toward differences in culture (as represented by differences in how needs and wants are perceived and met).
. view differences among people's cultures as a variety of ways of meeting needs and wants.
. view their own way of life as one among many possible ones.
. indicate empathy for the problems faced by people as they attempt to meet their needs in some commmunities.

Social participation objectives

Note: The social participation objectives for these units will depend to a large extent on the resources available and the sorts of issues brought to the fore. Students might be expected to plan and carry out actions aimed at increasing awareness of practices or perceptions in another community which they feel would be beneficial in their own community or they might want to try to help out through some indirect means with a problem in another community.

GRADE FIVE-LIFE IN CANADA TODAY

GRADE FIVE OVERVIEW

This course deals with the experience of living in Canada today, i.e., the way in which people live their lives - their beliefs, customs, relations with others, ways of working and playing. This course is not to be thought of as a course in regional geograhy, at least not as that term has been conventionally understood. The major aim of the program is to introduce learners to some aspects of what life is like in Canada today, by focusing on their relationship to their society and environment, and on the similarities and differences of life in other parts of Canada. It is intended that students gain a meaningful understanding of what their own area is like, how it is related to other areas of Canada, and how it is governed. Some important understandings to be gained include:

- *Each location on earth is unique in respect to certain geographic features; each location is related to every other place in a variety of ways, including size, position, direction, distance, and time.*
- *Within society, some individual or group is usually authorized to make binding decisions and while decison-making is an important aspect of human interaction, the methods differ from one society to another.*
- *Human beings have similar basic needs, but how these needs are met depends on both the resources available and on the cultural values, history, and technology, and interdependence of their society.*
- *In obtaining and using resources to meet their needs, people are active agents in reshaping their environment and establishing their identity. The environment, in turn, places limitations or restrictions on people.*
- *The diverse distribution of natural resources is one factor which leads to regional specialization, interaction, and interdependence.*

UNIT I-CANADA TODAY: A PHYSICAL AND POLITICAL OVERVIEW

UNIT I OVERVIEW

Before beginning a detailed study of the unit topics contained in the Grade Five and Six Social Studies programs, it is essential that students have some sense of understanding Canada's position in terms of its world location and its general physical and political characteristics. Activities for addressing these areas of understanding are structured around the following topics and associated focusing questions. (Suggested Time: 10 weeks)

UNIT I TOPICS AND FOCUSING QUESTIONS

I. Canada Today: A Physical and Cultural Overview

a. Canada's Location in the World

- What is Canada's geographical position in the world?
- How does Canada compare in size to other countries?
- Of what significance are Canada's national symbols?

b. Canada's Physical Features, Climate and Vegetation

- What are Canada's major topographical, climatic, and vegetation features and how are they interrelated?

c. Canada's Population Distribution

- What are the population patterns in Canada?
- What factors influence where people live in Canada?

2. Canada Today: A Political Overview

a. Decision-making Groups

- What are the main decision-making bodies in Canada? How are they constituted? (i.e., elected or appointed?) What are their roles in governing Canada?

b. Canada's Political Divisions

- What are the major political boundaries in Canada?
- Where are Canada's capital cities located?

UNIT I TOPIC OBJECTIVES

Knowledge objectives

The students should be able to:

Topic 1:
- describe Canada's location in the world.
- identify Canada's national symbols and explain their significance.
- identify Canada's main topographical and climatic features and vegetation patterns and explain some ways in which they are related.
- describe patterns in Canada's population distribution.
- explain the link between population distribution and the physical characteristics of Canada.

Topic 2:
- identify the major decision-making bodies in Canada - at the local, provincial or territorial, and federal levels - and describe how they are formed.
- describe how these bodies function to govern Canadians.
- recognize that decisions made internally can affect people in other parts of the world.
- identify the major political divisions within Canada i.e., provincial and territorial and their capitals.

Thinking and research skill objectives

The students should be able to:

Topic 1:
- acquire specific skills in map reading.
  - orient maps and note directions
  - locate places on maps and globes by means of a grid system
  - express relative locations
  - compare maps to make inferences
- locate and analyze information pertinent to suggested research topics.
- acquire skills in note taking, outlining and report writing.
- acquire skills in communicating ideas and information to others.

Topic 2:
- acquire skills in planning and conducting class meetings and field trips.

Attitude and value objectives

The students should be able to:

Topic 1:
- discuss what they view to be some advantages and disadvantages of Canada's size and strategic location in the world.
- share their views about the uniqueness of Canada's flag and national emblems.
- discuss the benefits of being a citizen of Canada.
- discuss positions on value topics and issues. e.g., "Conservation of Canada's water, land, and natural vegetation is everyone's concern."
  Immigration: "Canada is a large country with a small population. Should more people, from other parts of the world, be encouraged to come here to live?"

Where to live: "It is much better to live in the city than in the country."

Topic 2: . recognize the need for elected groups who make decisions on our behalf. Clarify positions on value topics and issues. e.g., "Government decisions are helpful and beneficial for all people."

Social participation objectives

The students should be able to:

Topic 1: . participate and interact positively in classroom discussions and activities.
. plan and carry out an activity aimed at encouraging the protection of Canada's physical environment.
. plan and carry out an activity designed to encourage pride in and appreciation of Canada.

Topic 2: . identify the agencies in Canada that are responsible for setting and controlling immigration policies. Communicate in writing with one of these agencies to find out more about its activities.
. plan together and carry out an activity to assist a newly arrived immigrant in their school and community.
. organize and participate in a mini government, set up within the class, to assist in the class decision-making.
. communicate in writing with local and/or provincial government officials in order to invite them to come to the classroom to speak about their responsibilities.
. plan a field trip to a local and/or provincial government building to investigate what kind of work is done and what kinds of decisions are made.

OVERVIEW TO UNITS II-VII

UNIT TITLES

Unit II	The Prairies
Unit III	The North
Unit IV	British Columbia
Unit V	Ontario
Unit VI	Quebec
Unit VII	Atlantic Canada

GENERAL OVERVIEW

The units in the Grade Five program follow a format which allows students to compare the ways Canadians live in different regions of the country today. Teachers may use either Unit II or III to introduce the regional studies, depending on whether their school is located on the prairie or in the northern region of the province. The remaining units may be studied in any order.

The focusing questions are the main understandings to be developed throughout the six units. However, not all the questions will be emphasized to the same degree in each unit. (Suggested Time: 3 weeks per unit)

GENERAL TOPICS AND FOCUSING QUESTIONS

Topic 1: Regional Overview

- What defines the boundaries of the region? (geographically, politically, culturally,

economically)
- What are the distinctive physical and cultural features of the region? (topography, climate, vegetation, natural resources, population, ethnic origins, economic activities)

Topic 2: Life Today

- What is the relationship between the **physical** and cultural environments and the way of life? (i.e., how do such factors as physical features, climate, natural resources, cultural values, and traditions affect people's economic, recreational and cultural activities in this region?)
- How do people in this region interact with people in other parts of Canada and the world? (Consider such factors as trade, cultural exchange, transportation, communications, and migration.)
- How does modern technology influence this region?
- What is the role of government in this region?
- Of what significance are historical events and cultural traditions in the lives of contemporary inhabitants of this region?
- What accounts for the diversity of the way of life within this region? (Consider factors such as urban/rural, cultural groups, economic factors.)
- What are the current issues affecting people in this region? (Consider factors such as political, economic, social, environmental, cultural.)

Topic 3: Comparison With Other Regions

- What are the similarities/differences between life on the prairies and life in other regions of Canada?

UNIT II-THE PRAIRIES

UNIT II OVERVIEW

This unit examines the human experiences of living on the prairies today. The attempt is to focus on the way in which people live - their beliefs, customs, relationships with the land, relationship with others, and ways of working and playing. The prairie region is used for organizing the learning activities. However, the political, economic, social and cultural organization of the area also underpins the unit content. Two major boundaries that confine the study are the political boundaries and the physical boundaries of the "prairie provinces" and the "prairies" respectively.

The purpose of the unit is to have students develop an understanding of some aspects of what life is like on the prairies today, supported by those historical traditions that help to explain the foundation of that way of life. Also, the role of government in decision-making will be examined during the development of the topics within the unit.

UNIT II TOPICS AND FOCUSING QUESTIONS

1. Overview of the Prairies

- How are the boundaries of the prairie region and the prairie provinces defined?
- What are the distinctive geographical features of the prairie region?

2. Life Today

- How are the major economic and recreational activities of people in the prairie region influenced by the cultural and physical characteristics of the region?
- What role does modern technology play in the way of life in the prairies?
- How do people in the prairie region interact with people in other parts of Canada and the world?

3. Comparisons With Other Regions

- What are the similarities and differences between life on the prairies and life in other regions of Canada?

UNIT II TOPIC OBJECTIVES

Knowledge objectives

The students should be able to:

Topic 1:
- . identify the boundaries of the prairies as a physical region and describe its location in relation to the rest of Canada.
- . describe the major physical features of the prairie region.
- . identify the political boundaries that define the provinces within the prairie region.

Topic 2:
- . identify the major economic and recreational activities of people on the prairies and explain how these are related to the physical characteristics of the region.
- . describe how modern technology influences the lives of prairie residents.
- . identify some trade, transportation, cultural links with the rest of Canada and the world.
- . describe some historical events and/or cultural traditions that influence prairie living today.
- . describe some advantages/disadvantages of living in the prairie region.

Topic 3:
- . identify the similarities and differences between life in the prairie region and life in other regions of Canada.

Thinking and research skill objectives

The students should be able to:

Topic 1:
- . gather data from maps.
- . interpret, analyze and evaluate information gained from maps.
- . construct maps to record information.

Topic 2:
- . record and present information gained from research.

Topic 3:
- . summarize information gathered on a chart in order to compare living in the prairie region with living in other areas of Canada.

Attitude and value objectives

The students should be able to:

Topic 1:
- . discuss the pros and cons of the diversity of the prairie landscape.

Topic 2:
- . discuss the benefits of being a citizen of the prairies.
- . examine their own attitude towards the diversity of the ways of life.
- . recognize the contributions that different cultural groups make to prairie life today.

Topic 3:
- . recognize and begin to understand the differing values of the variety of people in the prairie region.
- . identify ways in which the prairie region is an interdependent part of Canada. Cooperate in planning and carrying out an exchange of information between their region and another region of Canada.

Social participation objectives

The students should be able to:

Topic 2:
- . identify agencies who are responsible for promoting the prairie provinces as a tourist area and communicate with some of these agencies to find out more about their activities. Invite a person from a tourist agency to come to the classroom to speak about their activities and responsibilities.
- . plan and implement a program to advertise their community so others may wish to visit it.
- . take part in cultural activities in their community.
- . interview and talk to senior citizens in the community to find out how life has changed from what it was like in the past.
- . interview and talk to people engaged in different occupations in the community to find out about their activities.

UNIT III-THE NORTH

UNIT III OVERVIEW

In the North, physical environment and cultural heritage combine to produce a way of life for present inhabitants that differs in many ways from that of the majority of Canadians who live in the southern regions of the country. This unit examines the nature of this interaction and looks at the influence of modern technology and resource development on the people and the region.

There are many ways of defining a region, depending on the criteria used. For study purposes "North" has been subdivided into the "Near North" and the "Far North" based on factors such as population density and transportation and communication links with other parts of Canada. However, similar questions can be asked about both the Near and Far North.

UNIT III TOPICS AND FOCUSING QUESTIONS

1. Overview of the North

   - What criteria can be used to define the "Near" and "Far" North?
   - What political divisions are there within the Near and Far North (i.e., provinces and territories)?

2. Life Today

   a. The People of the North

      - Who are the inhabitants of the Near and Far North?

   b. Meeting Needs in the North

      - How does the physical environment influence the way Northerners meet their needs?
      - What links do Northerners have with other Canadians? Other parts of the world?

   c. Technology and Change in the North

      - How does modern technology affect the lives of people in the Near and Far North? How has it changed traditional lifestyles?

3. Comparisons With Other Regions

   - What are the similarities and differences between life in the Near and Far North and life in other regions of Canada?

UNIT III TOPIC OBJECTIVES

Knowledge objectives

The students should be able to:

Topic 1:
- identify some criteria which might be used to define the North as a region and describe its relationship to the rest of Canada.
- identify the political boundaries that define the provinces and territories within the northern region.

Topic 2:
- identify the Native groups who comprise the majority of permanent Northern inhabitants.
- identify some traditional Native adaptations to life in the North.
- provide reasons for the historical and contemporary interest of non-Native people in the North.
- describe some unique problems the physical environment poses for people living in the North today.
- describe the influences of some modern technological innovations on life in the North.
- indicate how people in the Near and Far North interact with people in other parts of Canada and the world.

Topic 3:
- identify the similarities and differences between life in the North and life in other regions of Canada.

Thinking and research skill objectives

The students should be able to:

Topic 1:
- use maps as a source of information about the natural topography, demography, transportation links, and political boundaries of the North.
- analyze this data to formulate a definition of "North" as a region of Canada.

Topic 2:
- compile a bibliography of print and non-print resources that are relevant to class activities on the North.
- consider which sources of information on a given topic are acceptable and why.
- use Northern newspapers as sources of information about life in the North.

Topic 3:
- summarize information gathered on a chart in order to compare living in the North with living in other regions of Canada.

Attitude and value objectives

The students should be able to:

Topic 1:
- discuss the pros and cons of the diversity of the Northern environment.

Topic 2:
- share their concern about the human responsibility to maintain the delicate balance of nature in the North.
- recognize the ingenuity of traditional Inuit and Indian adaptations to the Northern environment.
- express their feelings about the positive and negative influences of modern technology on Northern living.

Topic 3:
- share their feelings about the way of life of people in the North.

Social participation objectives

The students should be able to:

Topic 1:
- contribute effectively to class discussions and activities.

Topic 2:
- plan and carry out, with the teacher's help, a class activity designed to illustrate how a cooperative works.

Topic 3:
- cooperate in planning and carrying out an exchange of information between their region and another region of Canada. (optional)

UNIT IV-BRITISH COLUMBIA

UNIT IV OVERVIEW

British Columbia is both a distinctive political and geographical region of Canada. A study of this unit will provide students with opportunities to examine a way of life which is related directly to resource-based industries and environmental concerns. Emphasis in this unit should be placed on concrete experiences and comparisons between life in the British Columbia region and life on the Prairies to promote understanding of the interdependence of the regions.

UNIT IV TOPICS AND FOCUSING QUESTIONS

1. Overview of British Columbia

   - What defines the boundaries of British Columbia (geographically, politically)?
   - What are the distinctive geographic features of this region?

2. Life Today

   - How do natural resources affect the way of life in British Columbia?
   - In what ways are people of British Columbia and the Prairies interdependent?
   - How have historical events helped to determine the racial/ethnic composition of British Columbia's population?

3. Comparisons with Other Regions

   - What are the similarities and differences between life in the British Columbia region and life in other parts of Canada?

UNIT IV TOPIC OBJECTIVES

Knowledge objectives

The students should be able to:

Topic 1:
- . identify the boundaries of British Columbia and describe its location in relation to the rest of Canada.
- . describe the distinctive physical features of the British Columbia region.

Topic 2:
- . identify and briefly describe the occupations of people in British Columbia which are related to the main resources.
- . identify some of the environmental concerns associated with the use of the region's natural resources.
- . provide reasons for the interdependence of people in the British Columbia region and the prairie region.
- . describe some historical events/cultural traditions that are evident in British Columbia society today.

Topic 3:
- . identify the similarities and differences between life in the British Columbia region and life in other regions of Canada.

Thinking and research skill objectives

The students should be able to:

Topic 1:
- . use the atlas to locate the distinctive physical features of British Columbia.
- . record atlas information onto an outline map.

Topic 2:
- . predict economic activities which are related to the landforms and resources of British Columbia.
- . predict some environmental concerns associated with the economic activities.

Topic 3: . summarize information in chart form to compare living in the British Columbia region with living in other regions of Canada.

Attitude and value objectives

The students should be able to:

Topic 1: . share the advantages and disadvantages of living in a region dominated by mountains.

Topic 2: . discuss their concern for the conservation and protection of natural resources.
. share feelings on issues affecting people in the British Columbia region (e.g., "power development in British Columbia has had both helpful and harmful effects on the quality of life.").

Topic 3: . share how the British Columbia region is an integral part of an interdependent nation.

Social participation objectives

The students should be able to:

Topic 3: . cooperate in planning and carrying out an exchange of information between their own region and another region of Canada. (optional)

UNIT V-ONTARIO

UNIT V OVERVIEW

The purpose of this unit is to introduce students to the nature of Ontario today through an examination of such things as geographic make-up, the way of life of individuals in different occupations, cultural diversity, and important issues affecting the province's inhabitants. Activities for addressing these areas of understanding are structured around the following topics and associated focusing questions.

Note: Ontario and Quebec are studied separately to emphasize the contrast of the dominant cultural groups (English and French) found in those two regions. The overlap of the unit on the North should also be noted.

UNIT V TOPICS AND FOCUSING QUESTIONS

1. Overview of Ontario

- How are the boundaries of Ontario defined and what is this region's position in relationship to the rest of Canada?
- What are Ontario's distinctive physical characteristics?
- What population patterns are observable in Ontario?

2. Life Today

a. Resource Development

- How does the manufacturing of natural resources into consumer goods affect how people live?
- How can the availability and use of natural resources affect the development of a nearby community?

b. Historical and Cultural Traditions

- How do historical and cultural traditions influence contemporary life in Ontario?

c. Contemporary Issues

- What issues surround large-scale manufacturing in Ontario?

3. Comparisons with Other Regions

- What similarities and differences are there between life in Ontario and life in other parts of Canada?

UNIT V TOPIC OBJECTIVES

Knowledge objectives

The students should be able to:

Topic 1:
- . locate Ontario's position in Canada.
- . identify Ontario's distinctive physical features, recognizing that Ontario encompasses more than one geographical region within its political boundaries.
- . provide reasons for the population distribution in Ontario.
- . explain the time zone concept.

Topic 2:
- . describe some of the occupations of people who work in Ontario's major resource extraction and/or manufacturing industries.
- . describe how a community is affected by the development of a natural resource nearby.
- . identify how historical and cultural traditions influence contemporary life in Ontario.
- . describe some of the issues surrounding large-scale manufacturing in Ontario.

Topic 3:
- . describe the similarities and differences between life in Ontario and life in other areas of Canada.

Thinking and research skill objectives

The students should be able to:

Topic 1:
- . acquire specific skills in map reading and construction:
  - orient maps and note directions.
  - recognize the scale of a map and compute distances.
  - locate places on a map by means of a grid system.
  - express relative locations.
  - read map symbols and legends.
  - compare maps to make inferences and decisions.
  - identify time zones indicated on maps.

Topic 2:
- . continue to develop the skills outlined in previous units.

Topic 3:
- . in chart form, summarize information gathered about Ontario in order to compare this area with other parts of Canada.

Attitude and value objectives

The students should be able to:

Topic 1:
- . share the pros and cons of such a large proportion of Canada's population located in such a small area of one province.

Topic 2:
- . express their concerns on issues related to industry and pollution.
- . recognize the contributions that different cultural groups have made to life in Ontario.
- . identify the difficulties of moving from a community to settle in a new "resource town."

Topic 3: . view differences among people's cultures as variations in the ways they fulfill needs and wants.
. compare cultural groups in Ontario with those in Manitoba.

Social participation objectives

The students should be able to:

Topic 2: . as a group, identify community and provincial agencies or associations that have been established to assist new immigrants. Either write to or visit one of these agencies or associations to find out more about its activities.

Topic 3: . cooperate in planning and carrying out an exchange of information between their region and another area of Canada. (optional)

UNIT VI-QUEBEC

UNIT VI OVERVIEW

This unit is designed to expose students to Quebec as it is today. Due to the fundamental role Quebec has in Canadian history, it is important that students be aware of the similarities and differences between Quebec and their own province. This unit will therefore place strong emphasis on the daily life of the people in a variety of occupations, and on the culture which surrounds them.

Note: Quebec and Ontario are studied separately to emphasize the contrast of the dominant cultural groups (French and English) found in these two regions. The overlap of the unit on the North should also be noted.

UNIT VI TOPICS AND FOCUSING QUESTIONS

1. Overview of Quebec

- What defines the boundaries of Quebec and what is its relationship to the rest of Canada?
- What are Quebec's distinctive physical features?

2. Life Today

- What are the major economic, recreational, and cultural activities that make up the way of life in Quebec?
- What kinds of ties do the people of Quebec have with other Canadians? With other countries?
- What historical events and cultural traditions play an important role in the lives of the people of Quebec?
- What current issues affect people in Quebec?

3. Comparisons with Other Regions

- What are the similarities and differences between life in Quebec and life in other parts of Canada?

UNIT VI TOPIC OBJECTIVES

Knowledge objectives

The students should be able to:

Topic 1: . identify the boundaries of Quebec and describe its relationship to the rest of Canada.

. describe Quebec's distinctive physical features.

Topic 2: . recognize the major economic, recreational, and cultural activities of people in Quebec.
. describe how natural resource development and technology affect the lives of people in Quebec.
. identify some links with the rest of Canada and the world.
. describe the significance of some historical events and cultural traditions in contemporary Quebec.

Topic 3: . identify the similarities and differences between life in Quebec and life in other parts of Canada.

Thinking and research skill objectives

The students should be able to:

Topic 1: . interpret maps (boundaries, physical features, etc.).
. compare the size of Quebec with other provinces of Canada.
. recognize the similarities in population distribution between Quebec and Ontario and give reasons for this similarity.

Topic 2: . continue the development of skills introduced in previous units.
. make specific comparisons between Manitoba and Quebec.
. use newspapers and periodicals as a source of information and recognize the bias of the authors.

Topic 3: . in chart form, summarize information gathered in order to compare living in Quebec with living in other parts of Canada.

Attitude and value objectives

The students should be able to:

Topic 2: . express their feelings about the contributions that French Canadians have made to our heritage.
. recognize the contributions that other cultural groups make to life in Quebec today.
. discuss their positions and explore individual feelings on value topics and issues (e.g., Language Rights, Bilingualism, etc.).

Topic 3: . share their views about how Quebec is different from the other provinces in Canada and how it is the same.

Social participation objectives

The students should be able to:

Topic 2: . plan and carry out an activity designed to familiarize the class with the traditions and activities of a French cultural association in Manitoba.
. compose a class letter to the Quebec Department of Tourism requesting information about vacation areas in the province.

Topic 3: . cooperate in planning and carrying out an exchange of information between their region and another area of Canada. (optional)

UNIT VII-ATLANTIC CANADA

UNIT VII OVERVIEW

This unit is designed to examine how people live in the Atlantic region. It points out the provinces which make up this region and focuses on distinctive geographical features, main

economic activities, contemporary issues, and similarities and differences of this region when compared to the other regions of Canada. The emphasis is on the relationship between the people and their environment.

UNIT VII TOPICS AND FOCUSING QUESTIONS

1. Overview of Atlantic Canada

   - What provinces make up Atlantic Canada and what boundaries define this region?
   - What are the distinctive geographical features of this region?

2. Life Today

   - How are the people's main economic and recreational activities related to the natural resources of the Atlantic region?
   - What current issues concern residents of this region?
   - How is the Atlantic region linked to the rest of Canada? To the world?
   - What are the advantages/disadvantages to living in the Atlantic region?

3. Comparisons with Other Regions

   - What are the similarities and differences between life in the Atlantic region and life in other regions of Canada?

UNIT VII TOPIC OBJECTIVES

Knowledge objectives

The students should be able to:

Topic 1:
- . identify the provinces within the Atlantic Canada region.
- . identify the boundaries of Atlantic Canada as a physical region and describe its location in relationship to the rest of Canada.
- . describe the major geographic features of Atlantic Canada.
- . recognize that a particular geographic region can include a number of political divisions.

Topic 2:
- . icentify the occupations arising from developing the natural resources of this region and briefly describe the way these people live.
- . outline several reasons why the provincial and federal governments play an important role in the Atlantic region's economy.
- . identify current issues which concern people in the Atlantic region.
- . identify some of the trade, transportation, and cultural links between the Atlantic region and other regions of Canada and the world.

Topic 3:
- . identify the similarities and differences between life in the Atlantic region and life in other parts of Canada.

Thinking and research skill objectives

The students should be able to:

Topic 1:
- . compare and contrast the similarities and differences of the provinces that make up this region.

Topic 2:
- . participate in researching information about various aspects of life being examined in Atlantic Canada.

Topic 3:
- . in chart form, summarize data gathered in order to compare life in the Atlantic region with life in other parts of Canada.

Attitude and value objectives

The students should be able to:

Topic 2: . share with the class the contributions that individuals or cultural groups in Atlantic Canada have made to the Canadian heritage.
. examine their positions and feelings on such controversial issues as the seal hunt, off-shore mineral rights, and pollution resulting from burning coal.

Topic 3: . recognize the Atlantic region as a part of the Canadian nation.

Social participation objectives

The students should be able to:

Topic 2: . contact agencies in Atlantic Canada for information about this region.

Topic 3: . cooperate in planning and carrying out an exchange of information between their region and another region of Canada. (optional)

GRADE SIX-LIFE IN CANADA'S PAST

GRADE SIX OVERVIEW

This course deals with the human expereince over time, i.e., the way people lived - their beliefs, customs, relations with others, ways of working and playing. It does not place major emphasis on traditional political, constitutional, and military topics or on the memorization of historical facts and dates. Instead, the course is designed to introduce students to some aspects of the Canadian past by focusing on how people lived their lives and interacted with others and their physical environment. Through an examination of the human condition, students should also come to better understand something about Canada by seeing how people in the past have struggled and suffered, succeeded and failed, loved and rejoiced.

The major purposes of the program are to help students explore the following ideas:

- *People everywhere must meet certain basic needs for food, shelter, clothing, organization, etc., in order to survive. Over the years and in various geographic locations, people have attempted to satisfy their needs in different ways. How people have met these needs has depended upon factors such as the characteristics of the natural environment, and their relationship to it, on the available resources, on the cultural values of the people, their ingenuity and technical skills, and their interdependence.*
- *People in different stages of civilization have used a diversity of means to reshape their environment, even similar envrionments, in order to survive and establish their identity. The environment in turn has placed certain limitations or restrictions on people.*
- *Even though human society is characterized by change, all societies have a set of traditions which help to maintain group solidarity and identity.*
- *The explorations and resulting migrations that people have undertaken throughout history have caused tremendous cultural interaction as well as conflict between cultural and ethnic groups.*

UNIT I-THE FIRST INHABITANTS

UNIT I OVERVIEW

This unit provides students an opportunity to examine various aspects of the first inhabitants of Canada. Ancestors of present day Indians and Inuit were the first inhabitants of this land we now call Canada. Native people lived here for thousands of years, developing a variety of ways of life that closely related to their physical environments. A knowledge of how Native people lived in the past will help children understand and appreciate contemporary Native culture. [Suggested Time: 4 weeks]

UNIT I TOPICS AND FOCUSING QUESTIONS

1. Origins and Settlement Patterns of Native Peoples

   - Where did Native people come from and where did they settle?

2. Native Life in Manitoba's Past

   - How did Native people live, before the arrival of Europeans, in what is now Manitoba?

UNIT I TOPIC OBJECTIVES

Knowledge objectives

The students should be able to:

Topic 1: . identify a number of theories which attempt to explain the origin of Native people.
. identify the seven major Native cultural areas that developed in the land we now call Canada.

Topic 2: . describe and compare the way of life of tribes from different cultural areas in what is now Manitoba.
. recognize that within similar cutlural areas Native inhabitants might have different tribal and linguistic affiliations.

Thinking and research skill objectives

The students should be able to:

Topic 1: . gather data from maps, books, and other sources.
. interpret, analyze, and evaluate information gained from maps, books, and other sources.
. construct maps to record information.
. record new information in a variety of formats.

Topic 2: . compare similarities and differences in the way of life of Native people from different cultural areas.
. develop a time line to:

- use a few cluster date events to establish time relationships among historic events.
- acquire a sense of prehistoric time.
- understand differences in duration of various historical periods.

Attitude and value objectives

The students should be able to:

Topic 1: . identify how Native people demonstrated respect for their physical environment.

Topic 2: . identify traditional values that are important to the Native way of life.

Social participation objectives

The students should be able to:

Topic 1: . identify and contact Native cultural organizations that exist in their community or province and use these sources to gain a deeper insight into the origin and ways of life of early Native people.

Topic 2: . participate and interact positively in classroom discussion and activities.
. communicate effectively by expressing ideas about the Native peoples through roleplaying, drama, presentation, etc.
. plan an activity aimed at examining contributions of Native people in areas such as music, art, dances, politics, economics.

UNIT II-THE COMING OF THE FRENCH

UNIT II OVERVIEW

This unit has been designed to examine early European contact in the New World and the interaction with Native people. It develops an understanding of the life of the French people who emigrated to and settled in the land we now call Canada; their reasons for emigrating, their settlement patterns, their differing problems and hardships; their social and cultural life in developing the colony. The historical roots of New France are viewed as being the roots of contemporary social issues. It must be emphasized that this unit has a cultural focus and does not stress the memorization of personalities, political, or military events. (Suggested Time: 5 weeks)

UNIT II TOPICS AND FOCUSING QUESTIONS

1. The Interaction Between the Newcomers and the Native Peoples

   - Why did Europeans become interested in exploration during the 15th and 16th centuries?
   - What were the two major thrusts of exploration that affected the land we now call Canada?
   - What was the lifestyle of Native people living along the Eastern Seaboard and in the Eastern Woodlands and how was their life changed by contact with early European explorers and settlers?

2. Life of the New Immigrants in New France

   - Why were the French interested in establishing colonies in the New World?
   - What areas were settled by French immigrants?
   - What was life like in a French colony? How was it similar to or different from life today?
   - How did the fur trade help to promote exploration and settlement?
   - How did the arrival of French settlers change the traditional Native way of life?
   - Why did New France pass from French to British control?

3. Life at the Time of the Conquest (Optional)

   - What was life like at the time of conquest?

Note: If Topic 3 is omitted, it is suggested that Unit II be linked to Unit III with a brief look at the events which caused New France to pass into British hands.

Knowledge objectives

The students should be able to:

Topic 1:
- . explain why Europeans became interested in exploration during the 15th and 16th centuries.
- . identify, on a map, the two major thrusts of exploration which affected the land we now call Canada.
- . describe the main characteristics of the way of life of Native people who lived along the Eastern Seaboard and in the Eastern Woodlands.
- . explain how contact with early European explorers changed the life of Native people.

Topic 2:
- . explain why the French were interested in establishing colonies in the New World.
- . identify, on a map, the areas settled by French immigrants.
- . describe the main characteristics of life in a French colony and how it was different to life today.
- . explain the importance of the fur trade in promoting exploration and settlement.
- . describe the impact that French settlement had on changing the traditional Native way of life.
- . explain the reasons why New France passed from French to British control and the significance of this event.

Topic 3:
- . describe what life was like during the time of conquest.

Thinking and research skill objectives

The students should be able to:

Topic 1:
- . continue the skills outlined in Unit I.
- . compare similarities and differences in the lifestyle of Native people who lived along the Eastern Seaboard and in the Eastern Woodlands.

Topic 2:
- . compare similarities and differences in the way of life of Native people and the French explorers or settlers.

Topic 3: . research and interpret information about the three major groups (i.e., Native, French, English) in Canada at the time of the conquest under headings such as number of people, where they lived, economic activities, etc.

Attitude and value objectives

The students should be able to:

Topic 1: . discuss the pros and cons of the impact that the arrival of the French had on the traditional way of life of Native people along the Eastern Seaboard and in the Eastern Woodlands.

Topic 2: . discuss and explore individual feelings on such value topics and issues as:

- Did early European explorers have the right to claim land already settled by Native people?
- Europeans would never have survived in the New World without the help of Native people.
- The growth of the fur trade had both helpful and harmful effects on people and their environment.

Topic 3: . examine their own attitude towards some of the English-French issues currently visible in Canada.
. examine present attitudes of people towards the arrival of new immigrants.

Social participation objectives

The students should be able to:

Topic 1: . examine how people interact with newcomers today. Are there similarities or differences with the interaction of Native peoples and the first newcomers to Canada?

Topic 2: . identify organizations in the community or province whose main purpose is to preserve French culture. Find out how they are attempting to do this.

Topic 3: . plan a poll in your neighbourhood or school finding out what ethnic groups live there.

UNIT III-THE COMING OF THE BRITISH

UNIT III OVERVIEW

This unit is designed to develop an understanding of the life of the British people who emigrated to and settled in the land we now call Canada and their interaction with Native people and the French. Although their reasons for coming are examined briefly, the major emphasis is placed on their settlement patterns, how they lived, the hardships they encountered, their successes, achievements, and contributions. The concluding section of the unit deals with the significance of 1867. (Suggested Time: 5 weeks)

UNIT III TOPICS AND FOCUSING QUESTIONS

1. The Loyalists Come to Canada

- Why did the Loyalists, both British and Indian, leave their homes in the Thirteen Colonies during the American War of Independence?
- What migration routes did they take and where did they settle in the land we now call Canada?
- What was life like in a Loyalist settlement?
- What impact did the arrival of these new settlers have on the lives of the French and Native people already living in the area?

2. Settlement at Red River

- Who were the Métis and what was their life like before the arrival of the Selkirk Settlers?
- Who were the Selkirk Settlers? What were their reasons for coming to the New World and where did they settle?
- What was life like in the settlements at Red River?
- How did the arrival of the Selkirk Settlers affect the lives of people already living in the area?

3. Immigration: 1815-1850 (Optional)

- Why did significant numbers of European immigrants settle in the Maritimes, Upper and Lower Canada, during the first half of the 1800's?
- What was life like during this time compared to today?
- How did this period of immigration affect the lives of people already living in the Maritimes, Upper and Lower Canada?

4. Life at the Time of Confederation (Optional)

- What was life like in Canada during the time of Confederation? How can it be compared to life in Canada today?

Note: If you choose to omit the optional topics - Immigration: 1815-1850 and Life at the Time of Confederation, then Unit III should be linked to Unit IV with a very brief look at Confederation.

Students should know the significance of 1867 and the task of forming a Canadian nation, but they should not be burdened with the conferences, the terms of the British North America Act, etc.

Any examination of Confederation will require that the students have some background information so that the significance of 1867 will become apparent. Since this section is to be treated briefly, it would be appropriate that the teacher provide the students with a great deal of this background information or direct students to appropriate resources. Moreover, it is imperative that the teacher direct much of the discussion in this area.

A number of approaches are available to the teacher. One is to have the students read from selected resources so that the students can develop an understanding or at least an awareness of life during the 1860's. However, care must be taken to select references that are suitable for Grade 6 students.

UNIT III TOPIC OBJECTIVES

Knowledge objectives

The students should be able to:

Topic 1:
- . explain why the Loyalists, both British and Indian, decided to leave their homes in the Thirteen Colonies during the American War of Independence.
- . identify on a map, the migration routes taken and the new areas settled by the Loyalists.

Topic 2:
- . explain who the Métis were and how they lived before the arrival of the Selkirk Settlers.
- . explain who the Selkirk Settlers were, their reasons for coming to the New World, and where they settled.
- . describe what life was like in the settlements at Red River.
- . describe how the arrival of the Selkirk Settlers affected the lives of people already living in the area.
- . understand what is meant by the term "Confederation."

. explain why the year 1867 was especially important to the development of our country.

Topic 3: . explain the reasons why a significant number of Europeans came to the Maritimes, Upper and Lower Canada,during the first half of the 1800's.
. describe what life was like during this time compared to life today.
. explain how this period of immigration affected the lives of people already living in the Maritimes, Upper and Lower Canada.

Topic 4: . explain the meaning of Confederation.
. describe what life was like in Canada during the time of Confederation and how it was similar and different to life today.

Thinking and research skill objectives

The students should be able to:

Topic 1: . predict similarities and differences between the experiences of the Loyalists with experiences of recent refugees to Canada.

Topic 2: . write a play about some aspect of the Selkirk Settlers.
. compare the hardships encountered by the Selkirk Settlers with those encountered by the Loyalists.
. compare selected aspects of the way of life at the Red River Settlement with the way of life today.

Topic 3: . participate in researching information about immigrants to Canada.
. contrast present ways of travelling with those that people used in the first half of the nineteenth century.

Topic 4: . research how Canada celebrates July 1st.
. research how other countries celebrate their birthdays.

Attitude and value objectives

The students should be able to:

Topic 1: . share how they feel about the hardships faced by those people who chose to remain as loyal British subjects.
. share how they feel about the hardships and problems faced by those settlers who were forced to move to a strange, often hostile, environment.
. share how they feel about hardships faced by present refugees coming to Canada.

Topic 2: . share their feelings about the hardships faced by the Selkirk Settlers who came to the Red River area.
. share the concerns that the Native peoples might have felt with a group of newcomers settling within their midst.

Topic 3: . recognize the contributions that have been made by immigrants to Canada.

Topic 4: . share their feelings about the advantages and disadvantages of Confederation.
. share their feelings about how July 1st should be celebrated in Canada.

Social participation objectives

The students should be able to:

Topic 1: . investigate if there are refugee students or adults in their neighbourhood and interview them about their experiences of leaving a country and entering another country.
. organize a "bee" to cooperatively accomplish a task which needs to be done in the school or local community.

Topic 2: . plan a field trip to a historic site or museum associated with this period of

history (e.g., Lower Fort Garry, historic sites in St. Boniface).
. dramatize a play about some aspect of the settlement at Red River.

Topic 3: . with the teacher's guidance, and in groups, plan a project on life in a pioneer settlement in the Maritimes, Upper Canada, or Lower Canada.

Topic 4: . plan and carry out an activity suitable for celebrating July 1st.

UNIT IV-LIFE IN LATE 19TH CENTURY WESTERN CANADA

UNIT IV OVERVIEW

This unit is designed to promote a greater understanding of the settlement of Western Canada after 1867 and its impact on the people already living in the area. It considers the way of life of homesteaders and urban residents and the establishment of the Reserve System, with its ultimate long range effects on Native people. It examines the creation of the province of Manitoba and the effects of increasing industrialization. The optional topics in the unit are designed to promote an understanding of how West Coast Native society was changed by the arrival of newcomers to the area and what life was like during a gold rush period. (Suggested Time: 5 weeks)

UNIT IV TOPICS AND FOCUSING QUESTIONS

1. Manitoba Becomes a Province

   - Why and how did Manitoba become a province of Canada in 1870?

2. The Relocation of Native People onto Reserves

   - Why did the government undertake a plan to relocate Native people onto reserves?
   - How did the establishment of reserves change the traditional Indian way of life?
   - How is life on a reserve today similar to and different from life on a reserve in the past?

3. The Pioneering Experience in Western Canada After 1867 (Rural and Urban)

   - Why did large numbers of people move to Western Canada after 1867? Who were they? Where did they come from and where did they settle?
   - How did the new immigrants interact with people already living in the area?
   - What was life like for people living on homesteads?
   - What was life like for people living in early towns and cities?
   - How did increasing industrialization affect the lives of people?

4. West Coast Native Society and the Newcomers (Optional)

   - How did Native people on the West Coast or in the interior of British Columbia live before the arrival of Europeans?
   - Why did Europeans become interested in this area of Canada?
   - How did the arrival of these newcomers affect the lives of Native people?

5. Life During a Gold Rush Period (Optional)

   - Where did gold rushes occur in Canada?
   - What was life like during a gold rush period?
   - How did the gold rush days affect the lives of people and their environment?

UNIT IV TOPIC OBJECTIVES

Knowledge objectives

The students should be able to:

Topic 1: . explain how and why Manitoba became a province of Canada in 1870.

Topic 2: . explain why the government undertook a plan to relocate Native people onto reserves.
. describe how the establishment of reserves changed the traditional Native way of life.
. compare life on a reserve today with that of the past.

Topic 3: . explain why large numbers of people moved to Western Canada after 1867; who they were, where they came from, and where they settled.
. describe how the new settlers interacted with people already living in the area.
. describe what life was like for people living on homesteads and in early towns and cities.
. explain how increasing industrialization affected the lives of people.

Topic 4: . describe how Native people on the West Coast and in the interior of British Columbia lived before the arrival of Europeans.
. explain why Europeans became interested in this area.
. describe how the arrival of these newcomers affected the lives of Native people.

Topic 5: . identify the areas where gold rushes occurred in Canada.
. describe what life was like during a gold rush period.
. explain how a gold rush can affect the lives of people and their environment.

Thinking and research skill objectives

The students should be able to:

Topic 1: . research what Manitoba was like in 1870 under headings such as size, population, major settlements, etc.

Topic 2: . research information about reserve life in the past and in the present.

Topic 3: . identify the hardships and problems faced by early homesteaders and urban residents in Western Canada.
. research various topics related to early homestead and urban life.
. compare the role of pioneer men, women, and children with their roles today.

Topic 4: . compare Native cultural groups on the West Coast with those in the interior of British Columbia.

Topic 5: . prepare a newspaper report of a gold find in the 1850's.

Attitude and value objectives

The students should be able to:

Topic 1: . share how the inhabitants of the Red River Settlement may have felt toward the surveyors who came to survey the land.
. discuss the pros and cons of the demands made by the Métis to the Canadian government.

Topic 2: . share their feelings about the establishement of reserves for a group of people.
. appreciate that modern reserves are communities that share many similarities with other communities.

Topic 3: . share feelings that may have existed among the early homesteaders who came to Western Canada.
. develop an awareness and a tolerant attitude toward the traditional values that are so important to various ethnic groups.
. develop an awareness and an appreciation of the contributions that a variety of ethnic groups have made in establishing a multicultural society in Western Canada.

Topic 4: . share how they feel about the dramatic effect traders and later immigrants had on West Coast Indian culture.

Topic 5: . discuss how they feel about some of the changes that a "gold find" can bring to an area.

Social participation objectives

The students should be able to:

Topic 1: . investigate and share present-day examples of demands made by people to the Canadian government.
. share how land expropriation today may cause reactions within a society similar to those caused by the land surveyors around 1870. (Perhaps there is an example within the community which could be investigated.)

Topic 2: . arrange an interview or visit with Band Office personnel (or write a letter) to discuss a topic such as: the organization of a Native reserve today; land claims of Native groups; and, share it with the class.

Topic 3: . plan and develop (in groups) a model or replica of a homestead.
. plan and carry out a presentation (in groups) which demonstrates how a particular ethnic group celebrates an important holiday or event.

Topic 5: . compile a booklet of songs, poems, pictures which would depict life during gold rush days (as a group project).

UNIT V-LIFE IN CANADA DURING THE 20TH CENTURY

UNIT V OVERVIEW

This unit has been designed to promote an understanding of what life is like in Canada during the 20th century. It considers the effects that the improvements in transportation, communication, and the standards of living and working have had on Canadians. It also examines the dramatic changes that such events as war and depression can bring to the lives of people. Emphasis is placed on comparing the lives of children and their families today to that of the days when their parents or grandparents were young. (Suggested Time: 6 weeks)

UNIT V TOPICS AND FOCUSING QUESTIONS

1. Life in Canada from 1900 to 1930

- What were some of the significant developments and events which affected the lives of Canadians from 1900 to 1930?
- What was life like for Canadians during this time?
- What was Canada's involvement in World War I? (Optional)
- How did World War I affect and change the lives of people living in Canada?

2. Life During the 1930's

- What are the factors which caused the Depression of the 1930's?
- What was life like for people who lived during the Depression?
- What effects can a depression have on changing people's lives and attitudes?

3. Life in Canada Since 1940

- What have been some of the significant developments and events which have affected Canadians since 1940?
- What was Canada's involvement in World War II? (Optional)
- How did World War II affect and change the lives of people in Canada?

- How is life for young people today similar to and different from the time when their parents or grandparents were young?

UNIT V TOPIC OBJECTIVES

Knowledge objectives

The students should be able to:

Topic 1:
- . identify some of the significant developments and events which affected the lives of Canadians from 1900 to 1930.
- . describe what life was like for Canadians during this time.
- . explain Canada's involvement in World War I. (Optional)
- . describe how World War I affected and changed the lives of Canadians.

Topic 2:
- . identify the factors which caused the Depression of the 1930's.
- . describe what life was like for Canadians who lived through the Depression.
- . list the effects which a depression can have on the lives and attitudes of people.

Topic 3:
- . name some of the significant developments and events which have affected Canadians since 1940.
- . examine Canada's involvement in World War II. (Optional)
- . describe how World War II affected and changed the lives of Canadians.
- . identify how life for young people today is similar to and different from the time when their parents or grandparents were young.

Thinking and research skill objectives

The students should be able to:

Topic 1: . examine characteristics of the way of life of Canadians between 1900 and 1930.

Topic 2: . research information about the kinds of changes that people faced as a result of the Depression.

Topic 3: . outline some of the major changes that have occurred in Canada since 1940.

Attitude and value objectives

The students should be able to:

Topic 1: . discuss how they feel about some of the technological changes that have occurred since 1900.

Topic 2: . share how their life might change if a depression similar to the 1930's would occur.

Topic 3: . discuss how they feel about some of the changes that occurred in areas such as music, transportation, communication, minority rights, women's rights, children's rights, since 1940.

Social participation objectives

The students should be able to:

Topic 1: . interview a grandparent or senior citizen on what life was like prior to 1930.

Topic 2: . dramatize aspects of the Depression of the 1930's.

Topic 3: . through interviews, visits to museums, visits to libraries, plan and develop a display characterizing changes occurring over the past 40 years.

GRADE SEVEN-SPACESHIP EARTH

GRADE SEVEN OVERVIEW

This course, geographic in orientation, is designed to help students gain a greater understanding of the highly interdependent and interconnected world in which they live. It focuses on why people live where they do, and on the ways of life they develop through interaction with their physical environment and with each other. The title, Spaceship Earth, emphasizes that like a compartmentalized spaceship the earth is a closed system which can be threatened by human mismanagement. Students should become aware that the earth's "compartments" are characterized by diversity, with variations in such things as: landforms, climate, vegetation, soils, water and mineral resources. The compartments are also characterized by diversity in social patterns that have resulted from variations in such things as: cultural values, population density, technological development, and industrialization. Students should become aware that these variations have in part created a division of the spaceship earth into the First, Second, and Third Worlds. A further intent is for students to suggest possibilities for improving life on the spaceship earth.

Some important understandings to be gained include:

- *That the earth, while part of a larger solar system, is similar in some ways to a self-contained spaceship. For inhabitants to survive, the earth's resources must be shared through various means.*
- *That there are patterns of land, water, soil, minerals, etc. distribution throughout the world.*
- *That the spaceship earth has diverse yet interdependent compartments which differ in landforms, climate, vegetation, natural resources, cultural characteristics, etc. These features can be modified to varying degrees by natural forces and human actions.*
- *That people everywhere must meet certain basic needs for food, shelter, clothing, organization, etc. in order to survive. Over the years and in various geographic locations, people have attempted to satisfy their needs in different ways depending on the nature of their physical environment, the resources available, their cultural values, their ingenuity and technical skills, and their interdependence.*
- *That "First World" and "Third World" are concepts applied to regions of the world on the basis of economic factors.*
- *That humans can no longer live in isolation but must view the world as an interdependent totality in which everyone shares the responsibility for improvement and stewardship.*

It is suggested that students may better understand and appreciate the course if they examine the following questions before commencing Unit I.

i. What is geography? Social studies?
ii. Why study geography? Social studies?

UNIT I-THE PLANET EARTH

UNIT I OVERVIEW

The intent is to explore the relationship of the Planet Earth within the universe and the Solar System; and to develop a greater understanding of the earth's motions, structure, and the forces causing it to change. (Suggested Time: 5 weeks)

UNIT I TOPICS AND FOCUSING QUESTIONS

I. Relationship of the Earth to the Universe and to the Solar System

- What is the universe? The solar system?

- What is the earth's relationship within the universe? The solar system?
- What makes the earth unique?
- How is the earth like a spaceship?

2. The Earth's Motions, Structure and the Forces Causing the Earth to Change

- What are the effects of the position and movements of the earth?
- What is the earth's structure?
- What forces exist which cause the earth's surface to change? How may these affect the earth's surface? How may these affect life?

UNIT II-THE PHYSICAL ENVIRONMENT AND ITS RESOURCES

UNIT II OVERVIEW

The intent of this unit is to help students develop a greater understanding of the earth's major landforms and resources, their distribution, and their relationship to human activities - that is, how air, water, climate, vegetation, and soils etc. support the continuation of life on earth. The unit also examines the major resources within the earth's crust and their affect on human activities. (*Suggested Time: 7 weeks*)

UNIT II TOPICS AND FOCUSING QUESTIONS

1. The Major Landforms of the Earth, Their Distribution and Relationship to Human Activities

- What are the four major landforms and what is their distribution pattern throughout the world? What criteria distinguish them from each other?
- What is the relationship between landforms and human activities?
- What is the relationship between the world pattern of landforms and the world pattern of population distribution?

2. Major Resources of the Earth's Surface and Their Importance to the Continuation of Life on Earth (air, water, climate, vegetation, soil)

- What are the major resources of the earth's surface and generally how do they relate to human existence and other forms of life?
- What is a renewable resource?
- With reference to air:

  . What is it? Where is it found? Why is it important?
  . What layers comprise the atmosphere and what is the composition and function of each?

- With reference to water:

  . Where is water found? What functions/uses does it serve?
  . How does the water cycle use the same water over and over again?
  . What challenges face humans regarding an adequate water supply?

- With reference to climate:

  . What is weather? Climate? How are weather and climate related?
  . What data need to be gathered to describe weather? Climate?
  . What factors account for the different climatic patterns?
  . What are the different climatic belts, main characteristics, and the general location of each in the world?
  . What is the relationship between climate and human activities, between climate and population density?
  . How have humans manipulated their environment, climatically?

- With reference to vegetation:

  . What is natural vegetation? How is it related to climate?
  . What is the basic pattern of vegetation belts around the world?
  . What is the relationship between natural vegetation and human activities?

- With reference to soil:

  . What is soil? How is it formed?
  . What makes some soils better than others?
  . What is the relationship of soil to human activity?
  . Why and how must soil be cared for?

- What are the implications of a significant environment change caused by humans? (i.e., removal of natural vegetation; pollution of water systems and air; altering drainage systems; etc.).

3. Major Resources Within the Earth's Crust, their Significance and Relationship to Human Activities

   - How are mineral resources within the earth's crust classified?
   - Focusing on an example, such as mineral fuels, what generalizations can be made regarding:

     . World distribution?
     . Uses and their importance to human activity?
     . Effects of their presence/absence?

   - What is a non-renewable resource?
   - What are the implications on the spaceship earth of the continued demand and use of non-renewable resources?

UNIT III-THE DIVERSITY OF HUMAN LIFE ON EARTH

UNIT III OVERVIEW

The intent is for students to develop a greater understanding that people throughout the world have adapted to their environment in unique ways, which has resulted in the development of diverse cultures. A second intent is to examine world population patterns, growth rates, and migrations. (Suggested Time: 3 weeks)

UNIT III TOPICS AND FOCUSING QUESTIONS

1. Racial and Cultural Patterns Around the World

   - How are all humans similar, yet different?
   - What characteristics determine racial groups?
   - What are the major racial groups in the world?
     What is the country of their origin?
     Why are most racial groups found throughout the world today?
   - What different conflicts may arise as a result of interaction of various racial groups? What could help to prevent or counteract these conflicts?
   - What characteristics determine cultural groups?
   - What different conflicts may arise as a result of interaction of various cultural groups? What could help to prevent or counteract these conflicts?

- Why are there so many different cultural groups found in Canada?

2. Population Patterns Around the World

- What major factors determine why people live where they do?
- What is the present population of the world? How is it distributed by continent?
- What areas are most densely populated and which areas are least densely populated? Why?
- How was the population growth of the earth prior to 1850 different from 1850 to the present? Why?
- What are the implications for the spaceship earth of an ever increasing population?

UNIT IV-PATTERNS AND PEOPLE AROUND THE WORLD

UNIT IV OVERVIEW

The intent of this unit is to examine the unique ways of life that develop as people in diverse physical and cultural environments attempt to satisfy the same basic needs. Students should understand, however, that despite cultural differences, the unequal distribution of resources in the world necessitates political and economic interaction and interdependencies among various regions.

The unit is to give students an opportunity to explore specific compartments within the spaceship earth and to examine similarities and differences as well as the interconnectedness with other compartments. The study should assist students in viewing the spaceship earth as a series of interconnected, interdependent and interacting systems. The intent is to unite and correlate the understandings gained in the first three units by relating them to specific countries or areas in regions around the world. It is in this unit that the concepts of First World and Third World should be examined. (Suggested Time: 10 weeks)

Note: It is envisioned that a regional - thematic approach will be employed in developing this unit. It is suggested that a minimum of one country or area be selected from each of the following regions:

a. South/Central America
b. Asia
c. Europe
d. Africa/Middle East

In selecting countries or areas, care should be taken that contrasting factors such as environments, cultures, population densities and growth rates, and levels of development be considered.

UNIT IV TOPICS AND FOCUSING QUESTIONS

Note: It is suggested that the following topics and focusing questions become the guidelines for studying each country or area selected.

1. Meeting Basic Needs

- How do the people meet their basic needs? (e.g., food, shelter, clothing, organization, health)

2. Settlement Patterns

- Why do the people live where they do? (consider factors such as: landforms, climate, soils, resources)

3. Development

- Are the people considered to be part of the First World or Third World? Why?
- How is life similar to and different from another region?

4. Challenges

- What challenges face the people of this country/area?

5. Interaction and Interdependence

- How do the people of this country/area interact with other parts of the world? How are they interdependent?

UNIT V-ECOLOGICAL SYSTEM OF THE EARTH

UNIT V OVERVIEW

The intent is to help students develop a greater understanding of the earth as a closed ecological system with natural balances and cycles that exist in the environment. A second intent is to examine how people, through their way of life (unlimited growth; overusing limited resources; misusing the environment, etc.) are threatening the existing balances and cycles. A third intent is to encourage students to suggest alternatives to decrease the threats to the environment i.e., stewardship. (Suggested Time: 3 weeks)

UNIT V TOPICS AND FOCUSING QUESTIONS

1. The Interrelationship of the Balances and Natural Cycles of Nature

- How is the spaceship earth an ecologically closed system?
- What are some of the balances of nature that exist within the environment? Natural cycles?
- How are the balances of nature and the natural cycles interrelated?

2. Human Threats to the Envrionment and Alternatives to Decrease Threats

- How are humans threatening the environment?
- What are the implications for the spaceship earth of the threats to the environment?
- What actions should be taken to decrease the threats to the environment?

GRADE EIGHT-PEOPLE THROUGH THE AGES

GRADE EIGHT OVERVIEW

This course is designed to help students explore how people lived within selected societies of the past, and to realize that life today is closely related to developments which have occurred through the ages. Questions such as "How did people live?"; "How does that way of life compare with our own?"; "What developments in previous societies are still evident in present day societies?"; should receive emphasis. There should be an awareness that all societies have not developed or changed at the same rate or to the same degree. Students are encouraged to compare "ways of life: or "how people live" which incorporates the following ideas:

- *How people meet their survival needs, e.g., for food, shelter, clothing, health and security.*
- *How people interact with their physical environment, e.g., how they are affected by climate, by resources (or lack of same), by landforms; at the same time, how people affect these geographic elements and/or cope with them.*
- *How people interact with others, e.g., through the family or kinship group, through social organizations.*
- *How people run their affairs, e.g., how they govern themselves, both at a very local level (a tribe or a village) and at a larger-scale level (e.g., country).*
- *How people go beyond their survival needs to secure a degree of comfort and ease.*
- *How people satisfy their non-material needs, e.g., their entertainment and re-creation, their music, art, and literature.*
- *How people explain and interpret the world, their sense of right and wrong, of acceptable and unacceptable behaviour, e.g., people's values and beliefs.*

It is suggested that a student may better understand and appreciate the development of various cultural groups if questions such as the following are examined before commencing Unit I.

i. What is history? social studies?
ii. Why study history?
iii. How is history recorded?
iv. What methods might historians use to find out about the past?
v. What challenges confront historians? social scientists?

UNIT I-LIFE DURING PREHISTORIC AND EARLY HISTORIC TIMES

UNIT I OVERVIEW

The intent of this unit is to provide students with an opportunity to explore the way of life or how people lived during prehistoric and early historic times. (Suggested Time: 4 weeks)

UNIT I TOPICS AND FOCUSING QUESTIONS

1. Life in Prehistoric Times

- What is the difference between prehistory and history?
- What characterizes a civilization?
- How did the people in prehistoric times meet such basic survival needs as food, shelter, clothing and protection?
- To what extent was the way of life influenced by the physical environment?
- What challenges threatened the survival of the people and how were these met?
- How did these people communicate with one another?
- What changes are evident from early prehistoric to the later prehistoric times?

2. Life in Early River Valleys: Nile and/or Mesopotamia

- What are some significant changes between life in prehistoric times and life in early river valleys? Similarities?

- How was this society organized? (i.e., leadership, composition of social groups, extended family, clans, tribes, etc.)
- What innovations allowed these people to alter, simplify, or ease their way of life?
- How did these peoples satisfy their non-material needs? e.g., entertainment, recreation, music, art, literature, religion.
- What aspects of society were introduced by these civilizations that have become important contributions to the civilizations of today? (i.e., inventions, construction, values, religion).

UNIT II-ANCIENT CIVILIZATIONS

UNIT II OVERVIEW

The intent of this unit is for students to explore ancient civilizations and develop a greater understanding of the increasing complexity of life; stages of development; and the contributions that these societies have made to contemporary society. (Suggested Time: 10 weeks)

UNIT II TOPICS AND FOCUSING QUESTIONS

1. Life in Ancient Greece or Rome

   - What is meant by an "ancient" civilization?
   - How did the people of ancient Greece or Rome meet their basic survival needs? What changes were evident from the prehistoric and early historic times? (e.g., food, shelter, clothing, health, security?)
   - What forces influenced/changed the development of this civilization? (i.e., natural, mythical, religious, foreign cultures)
   - What aspects of society were introduced by Greek or Roman civilizations that have become important contributions to civilizations of today? (i.e., inventions, construction, values, organization, religion). What aspects of importance to either the Ancient Greeks or Romans have by and large disappeared from society today? Why?

2. Life in an Ancient Central/South American Civilization - Mayan, Inca or Aztec

   - What changes are evident in how the Mayan, Inca or Aztec civilizations met their basic survival needs when compared to either the Greek or Roman Civilization?
   - What forces influenced/changed the development of this civilization?
   - What aspects of society were introduced by the Mayan, Inca or Aztec civilizations that have become important contributions to civilizations of today?

3. Life in an Ancient African, Indian or Chinese Civilization

   - How did the people of the ancient African, Indian or Chinese civilizations meet their basic survival needs?
   - What forces influenced/changed the development of this civilization?
   - What aspects of society were introduced by the ancient African, Indian or Chinese civilizations that have become important contributions to civilizations of today?

UNIT III-LIFE IN EARLY MODERN EUROPE

UNIT III OVERVIEW

The intent of this unit is for students to examine how life was shaped and changed by several significant developments in early modern Europe and their influence on contemporary societies. (Suggested Time: 6 weeks)

UNTI III TOPICS AND FOCUSING QUESTIONS

1. Life in a Feudal Society

- What is meant by feudalism?
- With reference to the fedual society:

a. What were some factors that led to its development?
b. How was it organized to meet basic needs?
c. How did the way of life differ among the various socio-economic groups which arose?
d. What was the role of religion?
e. What aspects are still evident in contemporary society?

- What major changes distinguished the feudal society from earlier societies?

2. Life in the Renaissance and the Reformation Era

- With reference to the Renaissance:

a. What is meant by the Renaissance?
b. What new social groups arose during this time? How did they meet their basic needs?
c. What new values, ideas, and attitudes found expression during this time in such areas as art, music, literature, science and politics? Where was this influence felt? Is some of the influence of the Renaissance evident in contemporary society?

- With reference to the Reformation:

a. What is meant by the Reformation?
b. Why did some people demand changes in the church?
c. What major changes characterized this period?
d. How has it influenced contemporary society?

UNIT IV-LIFE IN THE MODERN WORLD

UNIT IV OVERVIEW

The intent of this unit is for the students to develop a greater understanding of the variety and diversity of life that exists both within the "First", "Second" and "Third" world societies as well as among them. The student should be able to trace some reasons for the variety and diversity that is evident by examining life in each of the First, Second and Third world societies.

UNIT IV TOPICS AND FOCUSING QUESTIONS

1. Life in a Contemporary Western Industrial Society (First World)

- What is meant by an Western industrial society? What are some of the main characteristics?
- What contributing factors made it possible for an industrial society to develop? (e.g., Western Europe, U. K., North America)
- How do people in an industrial society meet their basic needs of food, shelter, clothing, health, security?
- How has the development of an industrial society affected the physical environment?
- What challenges are facing the societies of the First World?

2. Life in a Contemporary Communist Society (Second World)

- What is meant by a Communist society? What are some of its main characteristics?
- What factors contributed to the development of a Communist Society such as the U.S.S.R., China, or Cuba?

- How do people in a communist society meet their basic needs of food, shelter, clothing, health, security?
- How is the decision-making power (organization of society) of a communist society different from a democratic (capitalist) society?
- What challenges are facing the societies of the Second World?

3. Life in a Contemporary Developing Society (Third World)

- What is meant by a developing society? What are some of its main characteristics?
- What factors have contributed to making a large part of today's world a "Third world or "developing" world?
- How do people in a developing society meet their basic needs of food, shelter, clothing, health, security? (Compare with a Western industrial society.)
- How may the Third World be affected by the First World? Second World?
- In a developing Third World society what characteristics of a modern industrial society and/or communist society can be found?
- What challenges are facing the societies of the Third World?
- In what ways could aboriginal populations like the North American Indians or Inuit, the New Zealand Maori, or the Scandinavian Lapps be considered as "developing societies" even though they inhabit "First World" countries?
- What cultural traditions and historical events help to explain the contemporary position of these aboriginal groups?

GRADE NINE-CANADA TODAY: CANADIAN STUDIES

GRADE IX OVERVIEW

The intent of the course is to help students gain a greater understanding of the society in which they live; their roles within that society; and the role of Canada within the world. The students are to examine 'their compartment within the spaceship earth' in some detail. The students will briefly focus on Canada's six physical regions and examine the forces which challenge Canada's survival as a nation. They will explore the question "who is a Canadian?" and examine the multicultural nature of the Canadian society. The intent is for students to examine political, legal and economic processes which affect their own society and to explore implications of ever-changing technology on their way of life. Students will examine the role of their country within the world - its interdependence, relationship and interaction as well as speculating about the future of Canada and their role in it.

The major purposes of the program are to help students explore the following ideas:

- *That each geographic region of Canada is unique in respect to certain geographic features.*
- *That Canada is a country in which national unity cannot be taken for granted. Strong internal forces challenge its survival as a nation (i.e., size, population distribution, official bilingualism, geographical and cultural diversity), as well as strong external influences, especially from the United States.*
- *That the migrations undertaken throughout history have caused tremendous cultural interaction as well as conflict between cultural and ethnic groups. Also, that many of Canada's various cultural groups are experiencing a new sense of identity.*
- *That conflict between increasing needs and wants and limited resources is a basic human economic problem which creates the need for a decision-making system. That in Canada the political system is described as a parliamentary democracy within the framework of a constitutional monarchy. It is federally organized, with consequent federal - provincial tensions.*
- *That in every group or society, regulations and laws emerge to govern the behaviour of individuals which reflect the basic values within that group or society. Also, that society's traditional norms, values, and roles are under increasing challenge.*
- *That societies attempt to meet the needs and wants of individuals through various economic systems. Capitalism is the economic system in Canada, as well as in a number of other Western countries.*
- *That Canada is an urban, industrial and technological society, although to varying degrees in different regions. At the same time, the country maintains a strong agricultural base.*
- *That technological change may or may not bring about a more desirable form of society. Also, that Canada is experiencing ecological concerns, exemplified by industrial pollution in some parts of the country and, generally by the dilemma of the demand for energy as opposed to the demand to preserve natural environments and to respect the rights of particular groups.*
- *That Canada is an economically developed middle power with various international aims, challenges and responsibilities.*

UNIT I-CANADA'S PHYSICAL ENVIRONMENT

UNIT I OVERVIEW

The intent is to focus briefly on Canada's six physical regions; on the main human economic activities within each region; and the major forces challenging Canada's survival as a nation. (Suggested Time: 2 weeks)

UNIT I TOPICS AND FOCUSING QUESTIONS

1. Overview of Canada's Physical Regions

   - What are the names of Canada's six main physical regions, their locations and boundaries, and the main physical characteristics?
   - What are the dominant economic activities of each region and the major factors influencing these activities?

2. Forces Challenging Canada's Survival as a Nation

   - What forces are challenging Canada to survive as a nation? (Consider factors such as: size, regionalism, population distribution, transportation and communication, security, and the proximity to a powerful neighbour to the south.)

UNIT II-CANADIAN IDENTITY

UNIT II OVERVIEW

The intent is to probe the concept of Canadian identity, i.e., Who/what is a Canadian and the factors which influence this identity. The intent is also to examine the multicultural nature of the Canadian society. (Suggested Time: 5 weeks)

UNIT II TOPICS AND FOCUSING QUESTIONS

1. Who Is a Canadian?

   - What is the meaning of the expression, "I am a Canadian?" What makes Canadians a distinct or unique group of people?
   - What factors determine or influence an identity? How is the Canadian identity changing? (Consider factors such as cultural influence, government role, economy, entertainment.)

2. The Multicultural Nature of the Canadian Society

   - Why is Canada called a multicultural country? How has it become multicultural? (Consider role of immigration, with related policies, issues, and concerns.)
   - What are the strengths of having a multicultural society? Country? What concerns face a society which is not prepared to accept a variety of cultures? (Consider issues such as prejudice, discrimination, segregation etc.)

UNIT III-THE CANADIAN SOCIETY

UNIT III OVERVIEW

The intent is to develop a greater understanding of the Canadian society in which the students live. The intent is for students to examine how they and their society are affected by the political process, the legal process, and the economic process. A further intent is to explore the impact that ever changing technology has had and continues to have on their society and way of life. (Suggested Time: 15 weeks)

UNIT III TOPICS AND FOCUSING QUESTIONS

1. The Political Process

   - What is government and why is there a need for it?
   - How does Canada's system of government work? What challenges face the political process of Canada?

2. The Legal Process

- Why is there a need for a legal system?
- How does Canada's legal system work? What challenges confront the legal system and Canadian society? What are the implications?

3. The Economic Process

- Why is there a need for an economic system?
- What is Canada's economic system? How does it work? What is the government's role? What challenges face Canada's economic process?
- What role do labor unions play in the economic system?

4. Technology and Society

- What is technology and what is its primary purpose?
- How does technology change society and what are the implications? The challenges? (Consider both areas within the workplace as well as outside.)

UNIT IV-CANADA AND THE WORLD

UNIT IV OVERVIEW

The intent is for students to develop a greater understanding of Canada's interaction with and dependence on other countries. Students are to examine Canada's interdependence, role and involvement in major organizations of the world, and the relationship to the Second and Third worlds. (Suggested Time: 4 weeks)

UNIT IV TOPICS AND FOCUSING QUESTIONS

1. Interdependence of Canada

- How is Canada interdependent in terms of world trade? How does this affect society? (Include Second World)
- What is Canada's role and involvement with: The United Nations, NATO, NORAD, the Commonwealth?
- What is the 320 km offshore zone? What are the implications for Canada?

2. Canada's Relationship to the Third World

- What are the major challenges facing the people of the Third World? How is Canada helping to meet these challenges?

UNIT V-CANADA IN THE FUTURE

UNIT V OVERVIEW

The intent is to probe/speculate what Canada's near future might be like and to examine what the role of the individual might be in that society. The second intent is to speculate about Canada's future role in the world. (Suggested Time: 2 weeks)

UNIT V TOPICS AND FOCUSING QUESTIONS

1. Society in the Future

- What might society in the future have to offer? What might be some of the implications? (Consider changes in vocation opportunities, leisure time, transportation,

communication etc.)
- How might Canada's role in the world change in the future? What implication might this have for society?

GRADE TEN-NORTH AMERICA: A GEOGRAPHIC PERSPECTIVE (100, 101, 104)

GRADE TEN OVERVIEW

The intent of the courses is to examine the characteristics of the physical and social environments of North America, with an emphasis on Canada, and to analyze the interrelationship and interaction between these two envrionments. The intent is also for students to develop a greater understanding of the physical and cultural diversity; patterns of settlement and livelihood; regional disparity; resource distribution and management; impact of urbanization and industrialization on the physical and social environment; and, to explcre the relationship and interdependence of Canada to the U.S.A. and its implications, as well as, the relationship and dependence of North America to the rest of the world.

GRADE ELEVEN-CANADA: A HISTORICAL PERSPECTIVE (200, 201, 204)

GRADE ELEVEN OVERVIEW

The intent of the courses is to examine how Canada came to be and how it developed historically. The courses examine the social historical development along with the political development. The intent is to help students develop a greater understanding of: how the government of Canada works, i.e., the development of parliament, the structure and process of government, and aspects of human and civil rights; the concept of Confederation and how regionalism has created pressures of division within a Confederation model; the French-English relation; native concerns; Canada's muticultural nature; Canada in a changing world; and the Canadian cultural scene. Through the study students should be more able to understand present issues facing Canada and Canadians both nationally and in the context of the changing world.

GRADE TWELVE-WORLD ISSUES (300, 301)

GRADE TWELVE OVERVIEW

The intent is to examine World Issues, emphasizing international relations and requiring students to synthesize and utilize the full range of generalizations, content, and skills acquired earlier. The details of this course have not yet been formalized. Topics such as resources, technology, conflict, rights, ideologies, population, organizations, will be considered in the development of the course.

APPENDIX A

A CHECKLIST OF THINKING AND RESEARCH SKILL OBJECTIVES

The following skills are provided as a checklist and guide to assist teachers. For convenience, they have been divided into two categories: (i) Early Years K-4; and (ii) Middle Years and Senior Years 5-12. It is suggested that the skills be introduced and developed in the level indicated. It is to be understood that even though a skill may be introduced at a particular grade, its development occurs over several grades and will therefore require further teaching in successive grades. The skills have been listed under the following headings:

I. Locating, Organizing and Evaluating Information
II. Acquiring Information Through Reading, Listening, and Observing
III. Communicating Orally and in Writing
IV. Interpreting Pictures, Charts, Graphs, Tables, Maps, and Globes
V. Understanding Time and Chronology

The list of skills which appears under the Early Years K-4 column is to be reviewed/maintained throughout the Middle Years and Senior Years 5-12.

I. LOCATING, ORGANIZING AND EVALUATING INFORMATION

Early Years K-4: Introduce and develop the following skills.	Middle Years and Senior Years 5-12: Maintain the K-4 skills; introduce and develop the following skills.
A. Locating Information	A. Locating Information
. Work with Books: - use of title; - table of contents; - index; - title page; - glossary; - distinguish between storybooks and factual books; - locate information in an encyclopedia; - use of dictionary.	. Find Information in Encyclopedias and Other Reference Books: - locate information in an encyclopedia by using the index and cross references; - use reference works such as, Canada Year Book, World Almanac, Atlases, Statesman's Year Book, etc.
. Read Newspapers, Magazines and Pamphlets with Discrimination: - recognize above as sources of information about many topics; - select important news items	. Read Newspapers, Magazines and Pamphlets with Discrimination: - select from these sources material that is pertinent to class activities; - learn the organization of a newspaper and how to use the index; - learn about the sections of the newspaper; - recognize the differences in purpose and coverage of different magazines, newspapers, and pamphlets.

Early Years K-4: Introduce and develop the following skills.

. Find Material in a Library:

- by using a card catalogue;
- book listed by subject, author, title;
- cards arranged alphabetically;
- cards have call numbers in upper left hand corner to indicate location on the shelf.

. Gather Facts from Field Trips and Interviews:

- identify the purpose of the field trip or interview;
- plan procedures, rules of behavior, questions to be asked, things to look for;
- take increasingly greater initiative in the actual conduct of the field trip or interview;
- evaluate the planning and execution of the field trip or interview;
- find acceptable ways to open and close an interview;
- express appreciation for courtesies extended during the field trip or interview;
- record, summarize, and evaluate information gained.

B. Organizing Information

. Compose a title for a story, picture, graph, map or chart.
. Select answers to questions from material heard, viewed or read.
. Classify pictures, facts and events under main headings or in categories.
. Arrange events, facts and ideas in sequence.
. Make an outline of topics to be investigated and seek material about each major point, using more than one source.
. Select the main idea and supporting facts.
. Make simple outlines of material read, using correct outline form.
. Write a summary of main points encountered in material.
. Make a simple table of contents.

Middle Years and Senior Years 5-12: Maintain the K-4 skills; introduce and develop the following skills.

. Find Material in a Library:

- some author cards give more information than the title or subject card;
- information such as publisher, date of publication, number of pages and of illustrations, and usually some annotations are provided;
- the Dewey Decimal System is a key to finding books;
- use the Canadian Periodical Index and other indexes.

B. Organizing Information

. Take notes, making a record of the source by author, title, page.
. Construct outlines to organize reports in logical sequence.
. Make a bibliography.

Early Years K-4: Introduce and develop the following skills.

C. Evaluating Information

- Distinguish between fact and fiction.
- Draw inferences and make generalizations from evidence.
- Reach tentative conclusions.
- Compare information about a topic drawn from two or more sources to recognize agreement or contradiction.
- Consider which source of information is more acceptable, and why.

Middle Years and Senior Years 5-12: Maintain the K-4 skills; introduce and develop the following skills.

C. Evaluating Information

- Distinguish between fact and opinion.
- Examine reasons for contradictions, or seeming contradictions, in evidence.
- Think critically and make decisions.
- Recognize propaganda and its purpose in a given context.

II. ACQUIRING INFORMATION THROUGH READING, LISTENING, AND OBSERVING

- Read to find answers to questions.
- Skim to find a particular word, get a general impression, or locate specific information.
- Make use of headings, topic sentences, and summary sentences to select main and subordinate ideas.
- Select the statements that are pertinent to the topic being studied.
- Listen and observe with a purpose.
- Listen attentively when others are speaking.
- Identify a sequence of ideas and select those that are most important.
- Relate, compare, and evaluate information gained through listening and observing with that gained from other sources of information.
- Adjust to a speaker's voice, delivery, and to the physical conditions of the situation.
- Learn abbreviations commonly used in social studies.
- Make use of italics, marginal notes, and footnotes to discover emphasis by author.
- Consciously evaluate what is read.
- Analyze video and audio presentations; e.g., films, pictures, models, exhibits, and other graphic materials concerned with social studies topics.
- Reserve judgement until the speaker's entire presentation has been heard.
- Take notes while continuing to listen and to observe.

III. COMMUNICATING ORALLY AND IN WRITING

- Develop an adequate vocabulary.
- Choose the appropriate word.
- Pronounce words correctly and enunciate clearly.
- Talk and write in sentences.
- Keep to the point in all situations involving oral and written expression.
- Develop self-confidence in oral communication and in writing.
- Exchange ideas through discussion, either as leader or participant.
- Respect limitations of time and the right of others to be heard.
- Prepare and use notes in presenting an oral report, giving credit when material is quoted.
- Take an active, responsible role in group discussions.

Early Years K-4: Introduce and develop the following skills.

. Suggest a tentative conclusion, solution, hypothesis, prediction, decision, generalization, and propose ways to test these.

Middle Years and Senior Years 5-12: Maintain the K-4 skills; introduce and develop the following skills.

IV. INTERPRETING PICTURES, CHARTS, GRAPHS, TABLES, MAPS, AND GLOBES

A. Interpret Pictorial Materials:

. Recognize these materials as sources of information.
. Note and describe the content of the material.
. Interpret by applying related information and use the material as one basis for drawing conclusions.
. Distinguish between types of pictorial material; recognize the advantages of each; and recognize the need for objectivity in interpretation.

A. Interpret Pictorial Materials:

. Distinguish between types of pictorial material; recognize the advantages of each; and, recognize the need for objectivity in interpretation.

. Interpret Cartoons:

- recognize these materials as expressing a point of view and interpret the view expressed;
- note and interpret the common symbols used in cartoons.

B. Interpret Charts, Graphs, and Tables

. Understand the significance of the title.
. Interpret the relationships shown.
. Draw inferences based on the date.
. Construct simple graphs, charts, tables, and other pictorial materials (including cartoons).
. Determine the basis on which the graph or table is built and the units of measure involved.
. Relate information derived from pictures, graphs, charts, and tables with that gained from other sources.

B. Interpret Charts, Graphs, and Tables

. Determine the basis on which the graph or table is built and the units of measure involved.
. Relate information derived from pictures, graphs, charts, and tables with that gained from other sources.
. Understand the steps in development indicated.
. Trace the steps in the process shown.
. Compare sizes and quantities.
. Analyze the organization or structure.
. Identify elements of change.

C. Interpreting Maps and Globes

. Orient the Maps and Note Direction:

- use relative terms of location and direction as near, far, above, below, up, down;
- use cardinal directions in classroom and neighbourhood;
- understand that north is toward the North Pole and south toward the South Pole on any map projection;
- construct simple maps which are properly oriented as to direction.

C. Interpreting Maps and Globes

. Orient the Maps and Note Direction:

- use intermediate directions, such as northwest, southeast, etc.;
- use cardinal and intermediate directions in working with maps;
- understand the use of the compass for direction;
- use the north arrow on the map;
- orient desk outline, textbook, and atlas maps correctly to the north;
- use parallels and meridians in determining direction;
- use different map projections to learn how the pattern of meridians

Early Years K-4: Introduce and develop the following skills.

. Use Scale and Compute Distances:

- use small objects to represent large ones, as a photograph compared to actual size;
- make simple large scale map of familiar area, such as classroom, home, and school.

. Interpret Map Symbols and Visualize What They Represent

- understand that real objects can be represented by pictures or symbols on a map;
- learn to use legends on different kinds of maps.

. Locate Places on Maps and Globes:

- recognize the home community and province on a map of Canada on a globe;
- recognize land and water masses on a globe and on a variety of maps - physical-political, chalkboard, weather, etc.;
- identify on a globe and on a map of the world, the equator, tropics, circles, continents, oceans, large islands;
- use a highway map for locating places by number-and-key system; plan a trip using distance, direction, and locations;
- interpret abbreviations commonly found on maps;
- use map vocabulary and key accurately;
- learn to make simple sketch maps to show location.

Middle Years and Senior Years 5-12: Maintain the K-4 skills; introduce and develop the following skills.

and that of parallels differ;
- determine distance on a map using a scale of kilometers;
- compare maps of different sizes of the same area;
- compare maps of different areas to note that a smaller scale must be used to map larger areas;
- compare distance between two points on maps of different scale;
- develop the habit of checking the scale on all maps used.

. Use Scale and Compute Distances:

- compare actual length of a block or km with that shown on a large scale map.

. Interpret Map Symbols and Visualize What They Represent

- identify the symbols used for water features to learn the source, mouth, direction of flow, depths, and ocean currents;
- interpret dots, lines, colors, and other symbols used in additions to pictorial symbols.

. Locate Places on Maps and Globes:

- use an atlas to locate places;
- consult two or more maps to gather information about the same area;
- recognize location of cities of the world with respect to their physical setting;
- trace routes of travel by different means of transportation;
- develop a visual image of major countries, landforms, and other map patterns studied;
- read maps of various types which show elevation.

Early Years K-4: Introduce and develop the following skills.

Middle Years and Senior Years 5-12: Maintain the K-4 skills; introduce and develop the following skills.

. Compare Maps and Draw Inferences:

- read into a map the relationships suggested by the data shown, i.e., the factors which determine location;
- compare two maps of the same area, combine the data shown on them, and draw conclusions based on the data;
- recognize that there are many kinds of maps for many uses, and learn to choose the best map for the purpose at hand;
- infer human activities or ways of living from physical detail and from latitude;
- relate low latitudes to the equator and high latitudes to the polar areas;
- use longitude and latitude in locating places on wall maps;
- identify the time zones of Canada and relate them to longitude;
- understand the reason for the International Date Line, and compute time problems of international travel;
- understand the significance of relative location as it has affected national policies;
- estimate distances on a globe, using latitude; estimate air distances by using a tape or a string to measure great circle routes;
- understand and use map scale expressed as representative fraction, statement of scale, or bar scale;
- study color contour and visual relief maps and visualize the nature of the areas shown;
- interpret the elevation of the land from the flow of rivers;
- use all parts of a world atlas.

V. UNDERSTANDING TIME AND CHRONOLOGY

. Develop an Understanding of the Time System and the Calendar:

- use names of the days of week;
- use names of the months;
- use calendar to find dates of special events and to determine length of time between important dates;

. Develop an Understanding of the Time System and the Calendar:

- understand the system of time zones as related to the rotation of the earth;
- accumulate some specific date events as points of orientation in time;

Early Years K-4: Introduce and develop the following skills.

- use such indefinite time concepts as past, future, long ago, before, after, meanwhile;
- learn to tell time by the clock;
- associate seasons with particular months in both northern and southern hemispheres;
- understand the relation between rotation of the earth and day and night;
- understand the relation between the earth's revolution around the sun and a calendar year.

. Develop an Understanding of Events as Part of a Chronological Series of Events and an Understanding of the Differences in Duration of Various Periods of Time:

- recognize sequence and chronology in personal experiences, as the school day, weekly schedule, etc.;
- learn to arrange personal experiences in order;
- comprehend sequence and order as expressed in first, second, third, etc.;
- understand and make simple time lines;
- learn to relate the past to the present in the study of change and continuity in human affairs;
- learn to think of the separation of an event from the present in arithmetical terms;
- learn to figure the length of time between two given dates.

Middle Years and Senior Years 5-12: Maintain the K-4 skills; introduce and develop the following skills.

- comprehend the Christian system of chronology - B.C. and A.D.;
- use indefinite time expressions. Use such definite time concepts as second, minute, yesterday, decade, century, etc.;
- learn to translate dates into centuries.

. Develop an Understanding of Events as Part of a Chronological Series of Events and an Understanding of the Differences in Duration of Various Periods of Time:

- use a few cluster date events to establish time relationships among historic events;
- acquire a sense of prehistoric and geological time;
- understand differences in duration of various historical periods;
- learn to formulate generalizations and conclusions about time in studying the development of human affairs.

APPENDIX B

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